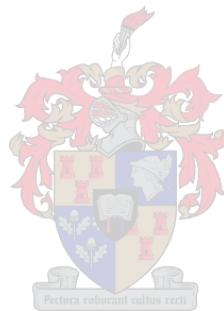


# Exploring role modelling for adolescent boys within the context of the single mother household

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Supervisor: Professor Doria Daniels

December 2019

## Declaration

By submitting this thesis electronically, I hereby declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

**Signature:** GF Coetsee

**Date:** December 2019

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## Abstract

Growing up, we are all influenced and guided by significant adults in the decisions we make and in our understanding of the world. This study explored the role model phenomenon for boys growing up in female-headed households. The primary aims were to understand who adolescent boys see as their role models and what their motivations were for choosing these individuals. The participants were Grade 7 boys between the ages of thirteen and fifteen. The participants were purposefully selected from a working class community where all were attending the same primary school. The chosen community is a low socio-economic coloured community situated in the Western Cape Province of South Africa. A qualitative case study design was used and the methods of data collection were semi-structured individual interviews, a focus group interview, and individual collages made by the participants.

The findings indicated that all of the participants could identify role models. However, few of these role models lived in the home or came from the community. The role models these boys choose were not always people that they knew personally. Through television, the Internet and social media these boys are constantly exposed to international sports stars and entertainers who they admire for their skills and financial wealth. An important finding is the discrepancy between the attributes that their chosen role models have, and the perceived attributes that the boys identify that role models should have in real life. It is the latter that they aspire to for themselves. The most agreed upon attributes of a role model included caring for others and animals, protecting and providing for your family, making other people proud, as well as having good manners and being respectful to others.

The study's findings highlight the limited opportunities and exposure to positive role models in their community. This has implications for the role that educational psychologists, teachers, parents and community leaders can play to create opportunities and facilitate events where positive role models are inserted into the life worlds of the children of the community. A role model program in the school where older children model positive behaviour to younger children could be used to provide a role model for younger children and create an opportunity to teach older children about being a role model themselves. Through the local and national media, national athletes could also promote positive behaviour through messages directed at adolescents.

## Opsomming

Tydens ons grootwordjare word ons almal deur volwassenes beïnvloed en gelei in die besluite wat ons neem en die manier hoe ons die wêreld verstaan. Hierdie studie het die rolmodel-fenomeen ondersoek vanuit die oogpunt van adolessente seuns wat grootword in hushoudings sonder 'n pa. Die primêre doel was om te verstaan wie adolessente seuns as hulle rolmodel identifiseer en wat hulle motiverings was vir hulle keuses. Die deelnemers was Graad-7 seuns tussen die ouersomme dertien en vyftien. Die deelnemers was doelbewus uit 'n werkersklas gemeenskap waar almal dieselfde skool bygewoon het. Die gemeenskap is 'n lae sosio-ekonomiese kleurling gemeenskap in die Wes-Kaap provinsie van Suid-Afrika. 'n Kwalitatiewe navorsingsmetodologie was gevolg en data is deur semi-gestruktureerde individuele onderhoude, 'n fokusgroep sessie, asook 'collages' wat deur die deelnemers gemaak is ingesamel.

Die bevindinge dui dat al die deelnemers rolmodelle kon identifiseer. Min van hierdie rolmodelle kom egter uit die huishouding of gemeenskap waarin die deelnemers woon. Rolmodelle was nie altyd persone wie die deelnemers persoonlik geken het nie. Deur blootstelling aan televisie, media en die internet word hierdie deelnemers bekend gemaak met internasionale sport helde en kunstenaars wat geadmireer word vir hulle talent en finansiële rykdom. 'n Belangrike bevinding is die teenstrydigheid tussen die karaktereienskappe wat rolmodelle wat die leerders kies het, en die karaktereienskappe wat volgens hulle deel moet wees van 'n rolmodel in die regte lewe. Dit is laasgenoemde waarna hulle self streef. Om om te gee vir ander en vir diere, om jou gesin te kan beskerm en versorg, om ander mense te inspireer asook om goeie maniere en respek vir ander te hê was gesien as die belangrikste eienskappe wat 'n rolmodel moet hê.

Die studie se bevindinge beeld die beperkte geleenthede vir blootstelling aan positiewe rolmodelle in die gemeenskap uit. Dit hou gevolge in vir die rol wat opvoedkundige sielkundiges, onderwysers, ouers en gemeenskapleiers het om geleenthede te skep waar positiewe rolmodelle deel gemaak word van kinders se lewens in die gemeenskap. Deur 'n rolmodel program in die skool te implementeer, waar ouer leerders gebruik word om as rolmodel op te tree vir jonger kan die geleentheid skep waar ouer leerders leer hoe om self 'n rolmodel te wees. Deur gebruik te maak van plaaslike en nasionale media, kan sporthelde positiewe gedrag in adolessente bevorder deur teikengerigte boodskappe aan kinders oor te dra.

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## Chapter 1

### 1.1. Introduction

Growing up in South Africa can be a difficult task for some of the country's young people as there are numerous obstacles and aggravating circumstances they must face when navigating through their child and adolescent years. Not only is adolescence a period where new behaviours and abilities emerge but Montemayor, Adams, and Gullotta (1990), describe it as a stage that is developmentally unique due to the many biological changes that occur in such a short period. According to Bray, Gooskens, Kahn, Moses, and Seekings (2010), this is the stage when the young individual starts engaging with gender roles, age-based hierarchies and power relations. For many of South Africa's youth, adolescence is navigated in contexts typified by family and community violence, poverty, unemployment, and non-traditional family structures (Lamb & Snodgrass, 2013).

The value of role models in the lives of vulnerable adolescents has been researched extensively. Most researchers agree that role models can have a significant impact on an individual's life and the choices they make. Numerous studies (Aspy et al., 2004; Faulstich-Wieland, 2013; Noelle M Hurd, Zimmerman, & Reischl, 2011; Matshabane, 2016; McLean, 2004b; Morrell, 2006; Normand, 2007; Yancey, Grant, Kurosky, Kravitz-Wirtz, & Mistry, 2011) have expressed the importance for individuals to have positive role models that can influence their decisions and behaviour in a positive way. Many studies (Anderson & Cavallaro, 2002; Bryant & Zimmerman, 2003; McLean, 2004b) have found that children are more likely to choose their parents as role models than any other individual. It has also been shown that in most cases young adults choose role models of the same gender (Bricheno & Thornton, 2007; Calvert, Strouse, & Murray, 2006; Yancey et al., 2011; Zirkel, 2002). Nauta and Kokaly (2001) describe role models as significant adults that influence the adolescent's life.

Bryant and Zimmerman (2003) state that fewer than 10% of adolescents choose role models outside their immediate or extended family. They do however state that when an adolescent chooses a role model outside the nuclear family, this might indicate that it is due to the lack of role models in their immediate environment that they can look up to (Bryant & Zimmerman, 2003). According to previous studies (Bojuwoye & Sylvester, 2012; Langa, 2014; Morrell, 2006; Wood & Brownhill, 2018), it is not

uncommon to find that one of the parents (most often the father) is absent from the family unit. The "traditional" or "nuclear" family which is defined as a family having both a mother and father figure in the household is a scarcity in impoverished communities in South Africa. According to Hall and Sambu (2017), more than 40% of children grow up in a mother-only household, with a further 20% living in homes where no parent resides. Less than 3% of children live with only their father. The question that this study explored was: when adolescents are being raised in single mother households, who do they aspire to be like or look up to, for guidance towards adulthood and finding their place in the world?

During my four years as a teacher in a low socio-economic community, I was confronted by the difference between my outlook on life, and that of the boys' that I taught. As a male who was raised in a traditional middle-class family, I identified that one of the prominent differences between my childhood life and theirs to be the absence of adult males in their families. Most of them were growing up in homes where there was no father, or no father figure present in their lives. They were being raised in female-headed households or in homes where the guardian was a grandmother or an extended family member. This observation raises a key question: who are the people that serve as role models to adolescent boys who grow up in homes where males are absent? As an educator, I speculated that in communities and households such as theirs, it could be a daily struggle for adolescent boys to make responsible decisions in life. This is supported by Bryant and Zimmerman's (2003) research that found the presence of an adult in an adolescence life to be essential when it comes to facing negative social environments. They found that an adult's presence or absence was a determining factor when it came to how adolescents react to risks.

## 1.2. Problem statement

The adolescent boy acquires new information, behaviour forms and attitudes from other significant adults in his life. It is during adolescence that children undergo a process of maturation during which they need guidance on various aspects of growing up (Mynhardt, 2002). It is important to have an adult figure that can guide them during this phase. Numerous studies regarding role models have been done internationally (see Brownhill, 2017; Bryant & Zimmerman, 2003; Lockwood, 2006; Nauta & Kokaly, 2001; Stahn & Harendza, 2014; Walker, 2007; Wood & Brownhill, 2016; Yancey,

Grant, Kurosky, Kravitz-Wirtz, & Mistry, 2011). These studies, however, focus on role models from the perspective of an adult or only focus on a specific area of role modelling. Some studies have been done that investigate whom adolescent participants see as role models (see Anderson & Cavallaro, 2002; Bricheno & Thornton, 2007; Fleming & Hardman, 2005; Hurd, Zimmerman, & Reischl, 2011) but a quantitative research paradigm guided most of these studies and relied on questionnaire data to inform them about the phenomenon. What I identified as a weakness was the lack of depth of understanding about role models, from the perspective of the adolescent participants. According to Merriam (2009), the purpose of qualitative research is to understand how people make sense of their lives, which requires the collecting of richly descriptive data through methods such as interviewing and observation.

In South Africa, very few postgraduate studies have been undertaken on role modelling for adolescent boys living in South Africa, specifically role models in female-headed households. The existing research focused on masculinity and how adolescent boys create their identities (Adams & Govender, 2008; Benjamin, 2014; Jephtha, 2014; McDonald, 2013; Wildschutt, 2008).

This study's purpose is to fill this gap by trying to understand the role model phenomenon from the perspectives of the adolescent boy who is raised in a single parent female-headed household. The research questions that guided the study were:

1. Who do adolescent boys from female-headed households identify as their role models?
2. What are their motivations for choosing these individuals?

Through qualitative research, a more profound insight could be gained about whom these boys choose as their role model, and what the reasons were for selecting such adults. The study aims to provide a better understanding for the boys themselves and the people they look up to and identify with. This offers the community an opportunity to gain a deeper understanding as to why boys look up to certain individuals and not others.

### 1.3. Research design and methodology

#### 1.3.1. Theoretical framework and research paradigm

The research tradition employed for the study was qualitative. According to Mouton (2001), the strength of qualitative research is that it studies people in terms of their definitions of the world, it focuses on the subjective experiences of the individuals, and it is sensitive to the contexts in which people interact with each other. This study seeks to shed light on seven adolescent boys' motivations in selecting their role models.

According to Merriam (2009), all qualitative research is subjective and interpretive. This means that in my study I sought to capture each participant's world through his eyes, as that each of their realities is understood to be unique. It is the role of the researcher to interpret each of their (the participants) understandings of their world. "The interpretive paradigm is to understand the subjective world of human experience. To retain the integrity of the phenomenon being investigated, efforts are made to get inside the person's head and to understand from within" (Cohen, 2011, p. 17). Hennink (2011) confirms this by stating that "to understand their (the study participants) lived experience from the perspective of people themselves is what the interpretive approach is all about." (p. 14). She continues by stating that the interpretive paradigm recognises that reality is socially constructed as people's experiences occur within social, cultural, historical or personal contexts (Hennink, 2011). The research process will be discussed in more detail in Chapter 3.

#### 1.3.2. Research design

The study was conducted using a constructivist paradigm, meaning that there is no single reality but rather a multitude of experiences or interpretations of a single phenomenon or event (Creswell, 2009; Merriam, 2009). This interpretive way of thinking was used when data were collected using a case study approach.

Yin (2009, p. 19) describes the case study as "an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context." He explains that by using case study research, meaningful perceptions of the real-life events can be attained. Merriam (2009) supports this and adds that case studies are intensive descriptions and analyses of a single unit or bounded system such as an individual, program, group, or community. The researcher familiarised himself with the

participants' reality by exploring the perceptions that adolescents have of role models while growing up in a single-parent, female-headed household. Through interaction with the participants, while conducting interviews, a focus group, and doing the collage, the researcher sought to understand their subjective experiences.

### 1.3.3. The setting and population

The study was conducted in the Western Cape province of South Africa in a low socio-economic suburb in the Winelands district. The schoolboys that I came to know as teacher live in this community. This is an area where children are indirectly exposed to gangsterism, substance abuse, violence and poverty. It is a harsh environment for children to grow up in. Many of the households are single-parent households. For the study, seven adolescent boys living in the community and who were attending the same school were purposefully selected to take part in this study. According to Merriam (2009), to delimit the subject of study is the most crucial characteristic of case study research. The criteria for selection were:

- Grade 7 boys in the 13-15 year age bracket.
- They must also come from a single-parent, female-headed household.
- They were resident of the low socio-economic community.

Patton (2002) explains that the aim of purposive sampling is to select information-rich cases that hold central importance to the purpose of the study.

### 1.3.4. Data collection methods

The methods of data collection were semi-structured interviews, a focus group interview and the making of a collage. My selection of these three methods to collect data was an attempt to enhance internal validity through triangulation. Yin (2009) speaks of "converging lines of inquiry" meaning that having multiple sources of evidence will lead to a more convincing and accurate conclusion. In other words, different sources can provide different viewpoints that can overlap and thus provide a more profound sense of accuracy in the data obtained.

Semi-structured interviews were chosen as the primary method for data collection. Wellington (2000) states that the purpose of a research interview is to probe the participants' views, perspectives or life-history and that the interview should provide

them with a platform where their 'voice' can be heard. According to Dawson (2009), semi-structured interviews offer greater flexibility than structured interviews but still generate specific information that can be compared with data obtained through different methods or compared with the interviews of other participants.

The secondary method of data collection was a focus group interview and the producing of a collage. Patton (2002) states that a focus group interview is first and foremost an interview but that the twist lies in that participants can hear each other's responses and add additional comments to their original answers. Their views are thus seen in the social context within which they are constructed. Different perspectives can surface in a focus group with the benefit of an increase in confidence in the themes that emerge.

The focus group and the production of the personal collages were grouped together. Through producing a collage, the participants could express their ideas and perceptions visually. This created a platform that reflects the concept of the role model. "The potentially evocative power of art forms, in particular, visual ones, produces a sensory or embodied response that can help the viewer/responder generate meanings in very concrete ways" (Butler-Kisber, 2008, p. 5). By looking at the concept from a completely different perspective, new information could be discovered. According to Veale (2005), visual techniques such as collages can "open up" conversations with adolescents. The collages can stimulate discussion in the group to better understand their interpretation of the collage.

Permission to record the interviews, as well as the focus group, was obtained from the participants as this was the best way to capture the data correctly.

### 1.3.5.Data analysis

The data were analysed using thematic content analysis. Data collected through the semi-structured interviews, focus group discussions and collages made, as well as the data obtained by observations formed part of the data analysis procedure.

The interviews and group session were electronically recorded and then transcribed. To better understand the data, similar information was linked together and given a code or theme. According to Gibbs, (2007) coding is a way of indexing or categorising the text to establish a framework of thematic ideas about it. This analytic approach



was applied to the descriptions of the collages as well. The themes were then used to answer the research questions.

#### 1.4. Ethical considerations

As a researcher, I conducted research that was acceptable for the University of Stellenbosch Research Ethics Committee, but that also followed the ethical principles recognised internationally. These principles included respect for the participants, as well as beneficence and justice (Graham, Powell, Taylor, Anderson, & Fitzgerald, 2013; Marshall & Rossman, 2016). Daniels (2008) points out that being ethical is not just about following the rules but about “developing a critical and reflective morality” which can be used to judge any decision during the research process.

Respecting the rights of the participants in this study meant that they were valued as individuals who had the right to understand what the study was about and had the choice to partake or not. It was also taken into account that the participants are minors. Thus, informed consent was obtained in writing from the parents/guardians as well as from the participants. The purpose, aims and goals of the study were communicated to the participants, as well as their rights, to help them in making an informed decision as to whether they wanted to participate. Marshall and Rossman (2016) state that another element of respect is to maintain privacy and anonymity. Necessary steps were taken to maintain confidentiality and anonymity at all times, such as that only the researcher and the supervisor had access to the information. The participants were informed that their real names would be protected and that pseudonyms would be used instead. Furthermore, all electronic data collected were stored on a password-protected computer.

According to Creswell (2009), all research must be reviewed by the institutional review board. This helped ensure that the research was done correctly and would not harm the participants. Ethical clearance for the study was sought from the Research Ethics Committee at Stellenbosch University. Permission to conduct research was obtained from the school and the Western Cape Education Department.

#### 1.5. Key terms

The term **role model** refers to an individual whom people can identify with as he or she may have qualities which other individuals may aspire to have, or they may be in

a position which others may want to reach (Miledler, Schmidt, & Dimai, 2014). Moreover, role models are other persons who, either by exerting some influence or by merely being admirable in one or more ways, have an impact on another (Nauta & Kokaly, 2001).

**Adolescent** comes from the Latin verb *adolescere* which means to "grow to adulthood" or simply "to grow up". In this study, adolescent refers to a teenager as someone already started with the physical and psychological changes accompanied with puberty but has not yet reached 18 years of age when he or she is considered an adult by the legal and judicial system of South Africa. (Gouws, 2008)

A **disadvantaged/low socio-economic community** refers to a community where many people live in poor conditions, which is commonly coupled with other adverse social conditions (Myers et al., 2013). According to Lesch & Engelbrecht (2011), these conditions include but are not limited to, unemployment, inadequate health facilities, and lower education levels, which further complicate matters as it makes them vulnerable to economic, social and emotional distress.

A **single-parent, female-headed household** is any household where a single female is the primary caregiver in the home. The "caregiver" can include but is not limited to a mother, grandmother, aunt or female guardian.

An **attribute/trait** is a feature, quality or characteristic that forms part of someone or something. In this study, these two words will be used interchangeably and include any feature, internal or external that the participants name to express what someone must have to be seen as a role model.

## 1.6. Organisation of the study

In this chapter, the reader was introduced to the study. This study sought to understand whom adolescent boys identify as their role models as well as the reasons why these boys chose these specific individuals. The researcher developed a problem statement and proposed the research questions that guided the study. Thereafter, the research methodology and design were introduced and relevant key terms were defined. Chapter 2 will review the related literature and research related to the problem being investigated. Chapter 3 looks more closely at the methodology and how the data was collected and presented. The findings of the study are contained in Chapter 4.

Lastly, Chapter 5 provides a summary of the research, draws conclusions and discusses the findings of the study. It also addresses the limitations and makes recommendations for further studies.

## Chapter 2

### 2.1. Introduction

This chapter presents the rationale for conducting the research into who the adolescent boys growing up in a female-headed households identified as their role model(s). Role modelling has been studied for several decades, with a focus on different aspects and discussion of the phenomenon from a variety of viewpoints. This study seeks to build upon the preceding research by specifically focusing on the understandings and perceptions of adolescent boys growing up in a community in the Western Cape province of South Africa. According to Mouton (2001), a literature review is essential for a number of reasons, including to confirm that the study is not similar to a previous study, to identify the most widely accepted empirical findings, to identify instrumentation that has been used and to determine the definitions of key concepts accepted by scholarship.

During my literature research, it was discovered that role modelling has been widely researched from many different angles. Some research studies included looking at the identification of teachers as role models (Brownhill, 2014; Korthagen, 2004; Lunenberg, Korthagen, & Swennen, 2007; Okeke & Drake, 2014); determining whether gender or culture played a role in the choice of role models (Carrington, Tymms, & Merrell, 2008; Faulstich-Wieland, 2013; Lockwood, 2006; Martino, 2008; McLean, 2004a); focusing on the impact of role models in the marketing sector (Brace-Govan, 2013); and the impact of role models on the lives of students, children or adults (M. Brown & Treviño, 2014; Bryant & Zimmerman, 2003; Lockwood & Kunda, 1997; Matshabane, 2016; Morgenroth, Ryan, & Peters, 2015; Parker & Reckdenwald, 2008). Further studies focus on the perceptions of students themselves being role models (Darch, 2016; Duquette, 2007). Many of these studies only focus on a specific area of role modelling and did not ask who the participants themselves saw as role models. The studies that do focus on the question of who the participants saw as their personal role model mostly used only surveys (Fleming, Hardman, Jones, & Sheridan, 2005; Greenberger, Chen, & Beam, 1998; McLean, 2004b; Yancey, Grant, Kurosky, Kravitz-Wirtz, & Mistry, 2011) and I agree with Madhavan and Crowell (2014) who state that many studies do not “tell us much about how adolescents, themselves, think about role models.” Madhavan and Crowell also mention that very often children are not seen

as independent thinking human beings who make their own decisions and that they play an active role in choosing their role models.

Studies that did aim to find who the adolescent saw as their role model found that many of the participants chose their parents as role models (Anderson & Cavallaro, 2002; Biskup & Pfister, 1999; Bricheno & Thornton, 2007; Bryant & Zimmerman, 2003; McLean, 2004b). These were mostly international studies, and I was left with the question: "What about South African youth, many of whom do not grow up with their parents or only with their mother - a common occurrence in South Africa?" This chapter will look at the role model phenomenon internationally as well as locally. After defining and theorising role modelling, this chapter will discuss adolescence and the reasons why this is such an important transitional phase from childhood to adulthood. Finally, the findings of other studies will be summarised before discussing two other pertinent factors in the South African context: family structure and socio-economic status.

## 2.2. Role modelling

### 2.2.1. Defining the term, role model

When talking about the term 'role model' or 'role modelling', most people will instinctively say that they are familiar with the term and know what it means. When, however, a person is asked to describe what the term means to them, a multitude of different definitions are given. These definitions can be influenced by the particular person's past experiences as well as the context in which they find themselves. This was also apparent in the research that defined 'role model' or 'role modelling'.

Vescio, Crosswhite and Wilde's definition is that a role model is someone "to imitate, to be like" and "perceived as exemplary and worthy" (Vescio, Crosswhite & Wilde, 2004, p. 2, cited in Bricheno & Thornton, 2007, p. 385). Other studies concur with this definition as they assert that the role model is often seen as "a symbol of achievement" (Carrington & Skelton, 2003). Payne, Reynolds, Brown, and Fleming (2003) warn that a role model "should not be assumed to be solely positive" and that role models can influence their follower to act undesirably. Brace-Govan (2013) agrees and cites Warhurst (2011) who mentions negative role models "can simply be people who are easily observed behaving in an undesirable way." (Warhurst, 2011, cited in Brace-Govan, 2013, p. 116)

Most researchers on the phenomenon are in agreement that a role model is someone who models behaviour and values regardless of whether these are good or bad. They also agree that role models could have a significant impact on the observers' lives. Nauta and Kokaly (2001) describe role models as "other persons who, either by exerting some influence or simply by being admirable in one or more ways, have an impact on another". Madhavan and Crowell (2014) go as far as to say that role modelling is "essential for young people as they transition into adulthood in nearly all societies."

Researchers define a role model as someone who has to be in contact with the observer (see Payne et al., 2003), but this study found no agreement between researchers on whether a role model needs to have a relationship or personal contact with the follower. The research did, however, tend to show that a personal relationship has a more dramatic and lasting effect on influencing the behaviour of the observer.

The role model research of Morgenroth, Ryan and Peters' (2015) was found to be both interesting and insightful to this study. They state that to define the role model as a behavioural model implies that the role aspirant is moving towards an existing goal whereas if the role model is defined as an inspiration, there is room for the observer to adopt new goals as he continues to grow.

For this study, the role model can be either an example or inspirational, or a combination of both. Thus the role model is defined as someone whom people, in this case, the adolescent boy, want to be like. Miledler, Schmidt and Dimai (2014) argue that this includes qualities the role model might have or a position they have which others want to reach.

### 2.2.2. Theorising role modelling

The previous section laid out all the different definitions of role modelling, which have two things in common. Firstly the definitions are clear that there are at least two beings involved. Secondly, all the definitions reflect that one person has an influence on the other in some way. This was especially important to Albert Bandura, the psychologist who developed the social learning theory.

Before Bandura's social learning theory, the prevailing view was that people behave in a certain way because of inner forces, such as needs and drives. Bandura believes

that people's behaviour is learned through the influence of example (Bandura, 1971). Bandura writes that "virtually all learning phenomena resulting from direct experiences can occur on a vicarious basis through observation of other people's behaviour and its consequences for them" (Bandura, 1971, p. 2). He states that even emotional responses could be developed this way as people observe the enjoyable or negative consequences of actions taken.

Bandura termed it social learning, but it is also known as learning by imitation or as Biskup and Pfister (1999) called it, "learning using a role-model". Social learning theory grew from the behaviourist perspective where psychologists like B.F. Skinner believed that punishment and reinforcement were the main influences on adolescent behaviour. Social learning theorists do not completely agree with this as they believe that being reinforced or punished for behaviour is not the only driving factor but that adolescents are also influenced by watching and mimicking people around them (Steinberg, 2014). This is why Bandura writes that "modelling is an indispensable aspect of learning" (Bandura, 1971, p. 5). He maintains that even if it was possible to learn something without a model that modelling would considerably increase the ease of learning. An appropriate example will be to think of an adolescent that needs to learn how to iron his own clothes. If he is left to his own devices, he will find it hard even to know how to switch on and use an iron let alone iron his clothes properly. This also applies to less physical but more abstract activities, for example learning values such as honesty or being hard working.

According to Bandura, four processes govern the modelling phenomenon. The processes will only be discussed briefly: firstly, attentional processes assume that an observer is not able to learn if he is not able to pay attention to the role model. Bandura (1971) argues that "simply exposing persons to models does not in itself ensure that they will attend closely to them." The second process focuses on retention. If an observer is unable to remember the modelled behaviour, he will not be able to replicate it. Thirdly, a person must be physically able to reproduce what is modelled. Bandura uses the example of a child being physically too short to operate a vehicle successfully even if he understood what to do. Lastly, Bandura believes that when an observer receives positive reinforcement for behaviour copied he would be motivated to continue replicating the behaviour (Bandura, 1971). Thus if the boys in my study identify values or attributes of fellow community members that do not result in some

or other positive gain for them, they will not be motivated to continue to strive to obtain the same values or attributes. In their study, Bricheno and Thornton (2007) also find that if the observer shared characteristics like gender, race or social location with the role model that they will be more likely to emulate the model. Bandura terms this 'model-observer similarity' and argues that the shared characteristics show the observer that it is possible to be like his role model.

It must be said however that the emulation of the model is never absolute. Think of any sport that needs hours of practice. An observer might be able to witness, and even be taught by his role model how to play soccer yet he will have to make continuous changes or "self-corrective adjustments", according to Bandura (1971), in order to gradually match the behaviour of the role model. Bricheno and Thornton (2007) do warn however that "socialization is an active process, influenced by the unique characteristics of the individual and their unique social context, so outcomes are in no way predetermined." (Bricheno & Thornton, 2007, p. 385)

Another perspective that researchers explored when studying the role model phenomenon is the sociocultural perspective (see Brace-Govan, 2013; A. L. Brown, 2012; MacCallum & Beltman, 2002; Zirkel, 2002). Culture refers to the shared set of values, beliefs, traditions and behaviours of a group of people. When culture is passed down from generation to generation and internalised by the younger generation, it is called socialisation (Passer & Smith, 2008). The sociocultural perspective thus focuses on the role and effect that culture plays in learning. From this perspective, it is important to understand what role the context plays when looking at the role model phenomenon of my participants. Steier (1998) found that boys from violent societies were more likely to choose "violent" role models such as the violent machine Arnold Schwarzenegger portrayed in the movie, 'Terminator' (Steier, 1998, cited in Biskup and Pfister 1999). This is a clear example of context directly influencing the behaviour and choices of boys. Brace-Govan (2013) writes that it is also crucial to understand the shared meanings within the situated social experience. Passer and Smith (2008) point out that attention must be paid to the concepts of individualism versus collectivism. Individualism focuses on the self and personal goals, whereas collectivism sees the individual as a part of the whole where culture, context and relationships form part of the identity of a person. Although African and Asian nations are seen as countries which generally lean towards collectivism (Morrell & Ouzgane,



2005; Weiner, 2003), South Africa is unique. South Africa is a multicultural African country that is highly influenced by American and European cultures (both known to promote individualism). Thus the youth that grow up in South Africa are exposed to both constructs and can face an inner conflict when deciding between individualist and collectivist role models as they start to look for someone to imitate. As these boys grow up with so much exposure to television and the Internet through the use of cell phones, my belief is that they will have a more individualistic outlook when selecting and discussing their role models.

### 2.2.3. Are role models important?

The following section will investigate the importance of role models as found in the studies mentioned in Chapter 1, which looked at different aspects of role modelling.

In a study done by Hurd, Zimmerman and Reischl (2011) they looked at the way a role model's behaviour might positively or negatively influence adolescents' attitudes toward violence. They found that most of their participants had existing role models and that the role models were someone known to the participant. The researchers discovered that adolescents growing up in disorganised neighbourhoods, where more violent and deviant behaviour is present, might choose individuals regarded as "bad role models" by the community, due to limited choice in available role models. Parker and Reckdenwald (2008) agreed that male adolescents who grew up without role models were statistically more prone to be violent and their concern was that if men cannot find work in their urban environment that they will not be able to be positive role models. This could then lead to disorganised neighbourhoods. Greenberger, Chen, and Beam (1998) found that if an adolescent regarded a person modelling negative behaviour as important, that they will most likely misbehave (Greenberger, Chen, and Beam, 1998, cited in Hurd et al., 2011). Ultimately their findings indicated that adolescents preferred role models with pro-social behaviour and that these role models could teach their observers to be more peaceful. However, the effect that role models with antisocial behaviour have on their observers was found to be more dramatic.

In a study done by Oman, Vesely, Aspy, McLeroy, Rodine and Marshall (2004), they investigated nine youth assets and its effect on alcohol and drug abuse in a low-income population. Two of these assets focused on role models, namely the non-

parental adult as a role model and peers as role models. They found the presence of a role model immensely beneficial when considering the youth taking health risks such as drinking and doing drugs. Youth who could identify a peer role model were nearly two and a half times more likely to report non-use of alcohol and almost three times less likely to report using drugs when compared to their peers who did not have such a role model. Concerning both drinking and using drugs, youth were more than twice as likely to report the non-use of either of these behaviours when they could identify a non-parental adult role model. Oman et al. also found that in cases where the participants could identify more than one asset, such as having both a peer and non-parental adult role model, that their chances of partaking in this behaviour were even less likely. (Oman et al., 2004)

McLean's study (2004b) with South African students focused on the choice of role models. She found that most of the students she interviewed agreed that having a role model was significant. Their selection of role models included parents, siblings, politicians and sports stars. Not only did she find that parents were most likely to be selected as role models but interestingly she discovered that a few of the participants could not identify a specific person. The reason was that they could locate traits in people that they wanted to model but that it was unlikely to find a single person with all the features the participant aspired to. A parent might thus be chosen as a role model in that they modelled how to work hard, whereas a colleague or faculty member could be admired for being successful in the particular career the participant was striving towards. Therefore, role models can play a vital role in the success of their admirers even if they only model a single trait.

McLean also found that it was not uncommon for these students to identify role models who came from an underprivileged background or who had to overcome an obstacle to be successful. These role models were not just admired for their success but for what obstacles they have overcome to be successful. It also provided hope for students who grew up with their own challenges to be able to say "I can also be like that and be successful." Contrary to Biskup and Pfister (1999), McLean found that the older students were more likely to have a role model than the younger students. Biskup and Pfister however, focused on a much younger population. Another important finding was that the participants said that their role models change over time. This could be due to the change that the admirer was undergoing or new information that was

discovered about the particular role model or even an entirely new role model made known to the admirer. The role models the participants in my study chose might not be the same role models as the ones they will decide on in a few years' time or when they have completed school.

In another South African study, Normand (2007) explored the resilience of youth in a high-risk environment. She discovered that one of the coping mechanisms that enabled a child to have a positive life is having a positive role model. She found that role models play a significant role in the lives of children even if their actions were seen as negative. One of her participants explained that some negative parents would take their children to liquor stores and in this way model negative behaviour that will ultimately teach the child to behave the same way the adult does. Biskup and Pfister (1999) affirm this negative modelling, as they write that role models play a vital role in the forming years of a person's life because they act as a guide that can show children and adolescents their place in the environment and society as well as an acceptable path to adulthood. In her study, Normand also discovered that her participants were aware of the positive effect a successful role model could have on their lives and that achieving success without people to support them is very unlikely. Like McLean (2004b) states, one of the significant roles of the role model was to provide the example, hope and motivation for the admirer to be able to say "I too can overcome my challenges and be successful". Finally, she also discovered that many of her participants chose their parents as role models and that these participants felt that they were safe, loved, and supported at home (Normand, 2007). The research of Bryant and Zimmerman (2003) supports this, as they found that role models could have a positive effect on the psychosocial wellbeing of a child when faced with risk. Thus the effect a role model has on an admirer might be more than just his/her attributes, values or success but it might be that some role models simply create an environment where the admirer is protected and encouraged to better themselves.

Hurd, Zimmerman and Xue (2009) also focused on resilience and explored whether role models contributed to the resilience of adolescents exposed to negative non-parental influence. They focused on "externalizing behaviour (violent and nonviolent delinquency) and internalizing behaviour (anxious and depressive symptoms)" (Hurd et al., 2009, p. 5) and found that adolescents who have role models were more likely to achieve positive outcomes and avoid adverse consequences. They also found that

adolescents with role models performed better in school. Interestingly, they discovered that adolescents who had more than one role model performed even better than those with only one role model. They also confirmed that adolescents with role models are more resilient than those who do not have a role model (N. Hurd et al., 2009).

Yancey, Grant, Kurosky, Kravitz-Wirtz and Mistry (2011) were not only interested in the importance of role models, but also analysed the different types of role models and their effect on health behaviour. Firstly, they found that 95% of the adolescents they surveyed had identified a role model. They also discovered that adolescents from a low socio-economic background were less likely to have a role model, which is in contrast with the findings of Bricheno and Thornton (2007). Yancey et al. found results that are similar to previous studies, in that the participants who chose a role model were more likely to choose someone of the same gender, ethnic background and similar socio-demographic background as themselves. From previous research, they also knew that selected role models had higher self-esteem, better academic performance, lower substance use, lower incidence of behavioural problems in schools and so on, but they found little evidence that differentiated between types of role models and health behaviour.

Yancey et al. discovered that there was indeed a strong link between role model type and health behaviour in adolescents. Moreover, they wrote that "regardless of role model type, the presence of a role model had a nearly universal positive influence on health-promoting behaviours among California adolescents" (Yancey et al., 2011). Interestingly, teachers as role models had the most influence in determining the health behaviour of the participants followed by parents and athletes. They did, however, find one consistent exception in that adolescents who chose an entertainer as a role model had a 52% higher chance of smoking and were 40% more likely to use marijuana. Even compared to teens who had no role model, those that chose entertainers as role models had a 56% higher chance of fighting physically. Yancey et al. conclude by stating that "having a role model matters, but it is often the type of role model, rather than the mere presence of a role model, that is most strongly associated with adolescent health behaviours" (Yancey et al., 2011).

A recent study by Matshabane (2016) researched how role models influence career development in South Africa. She found that role models do not only have the power

to influence which career their observer wants to pursue but can also affect the overall career and life plans of the observer. In her study, the participants expressed their belief that role models are not necessarily in the same occupation that they wish to pursue but that their role models demonstrate attributes such as hard work, perseverance and overcoming obstacles which enabled them to attain their desired career. In her study, many of the participants faced adversity in their lives and chose role models such as Nelson Mandela who was able to overcome his own obstacles. These role models played an important role in providing hope and motivation for the youth to show tenacity and be courageous in facing difficulties in their lives. The youth showed a determination not to give up.

Matshabane also found that many of her participants chose their mother as a role model as she was the person who would motivate, support and provide guidance for them and in this way contribute to their psychosocial wellbeing. Other participants deemed their role models as important due to the specific practical advice they could offer. In one example Matshabane found that the role model was a student at a university who could not only provide career information but also assist the participants with tasks which they had no experience in, such as applying for enrolment in the university. Her findings are in accordance with the literature stating that role models highlight an attainable standard towards which the observer can strive. During this process, the observer has the opportunity to test their skills, abilities and personal agency. Lastly, she found that for some of her participants, role models played the vital role of providing an ideal which, for the participants, could not be found in the local community. By having qualities that the observer admires, the role model can motivate the observer to work towards similar attributes.

## 2.3. Adolescence

As stated in Chapter 1, adolescence can be defined as “growing into adulthood” from the Latin word *adolescere*. To define "growing into adulthood", different aspects need to be looked at. According to Gouws, Kruger and Burger (2008) adolescence is not an easily identifiable stage as many criteria determine adolescence. They state that these criteria include chronological age, developmental tasks, psychological maturity and economic maturity. Steinberg (2014) expands on this idea by adding social, educational, legal and cultural aspects. He also believes that adolescence is a series

of changes that do not necessarily happen at the same time, and therefore you can be mature in one area but not the rest. Universal changes like puberty and the emergence of advanced reasoning are thus interwoven with culture and country-specific changes like the legal and cultural aspects where a person is seen as an adult in the courts and the eyes of their people. For this study, terms used in other research projects were considered as well as that which is commonly accepted in South Africa to define "adolescent".

Various terms are used to describe young people, including adolescents, teenagers, minors and youths. In 1997 South African youth were defined by the National Youth Commission as people in the age group 14 to 35. This is a vast age group, and it seems impractical to compare a 14-year-old with a 34-year-old. Even though the aforementioned terms are used interchangeably in research, this study's focus is the youth in early adolescence who have "already started with the physical and psychological changes accompanied with puberty but has not yet reached 18 years of age". (Gouws et al., 2008)

### 2.3.1. Theorising adolescence

Numerous theorists have taken different views concerning the study of people and adolescence. These theorists emphasise either the biological side (nature), the environmental side (nurture) or argue that when studying people one must look at both the biological and environmental sides. In this debate Steinberg (2014) focuses on nature and the biological or rather the "biosocial" view, stating that the driving forces behind adolescent behaviour are the physical and hormonal changes that take place during puberty. Granville Stanley Hall is oft regarded as the most prominent biosocial theorist and is known as the father of adolescent psychology (Dacey, 1997; Santrock, 2014; Steinberg, 2014). Dacey writes that Hall saw the period of adolescence as a renewal of a person where the higher and more complete human traits are formed.

Hall believed that the adolescent phase would inevitably be a period of "storm and stress" (Steinberg, 2014, p. 13). Although later theorists do not necessarily agree with such an extreme statement, most academics concur that adolescence is a time of rapid change where transitions take place in the biological, psychological, social and economic spheres of a person's life. The adolescent also becomes wiser, more self-

aware and independent (Steinberg, 2014). This theory does not take into account the effects the environment plays on the adolescent.

In recent studies, the most common perspective researchers chose to work from could be found between the nature and nurture extremes. An example of this and also one of the more popular perspectives is the Sociological theory from Albert Bandura that was discussed earlier in the chapter. Another theorist whose work has to be included when discussing the adolescent phase and the development that happens during this time, is Erik Erikson.

Erikson proposed eight stages of development through which each individual must grow. He argued that each of these stages had a “crisis” point where there was “an interplay between the internal forces of biology and the unique demands of society” (Steinberg, 2014). In Erikson’s theory, the fifth stage happens during adolescence where the individual is confronted with the identity crisis. During this time the important decision the individual needs to make is to decide who they are, who they want to be and what their future will look like (Santrock, 2014; Steinberg, 2014). Erikson (1987) writes that the adolescent’s main concern is how he appears in the eyes of others, which is then compared to their own feelings about their identity. This does not only apply to the individual self but also to where they fit into wider society. Visser (2004) writes in her study that Erikson believed that the factors that influence development are both environmental and genetic. Steinberg supports this and states that “developing an identity is a social as well as mental process” (Steinberg, 2014, p. 266). This can be a challenging time as all adolescents do not reach this point at the exact same age or time but are required by society to be able to answer all these questions. This identity crisis is further complicated by the immense biological changes that happen during these years.

Erikson strongly believed that interaction with others was the way to resolve the identity versus identity confusion crisis. He continued to write that adolescents are very likely to be influenced by adults due to their focus being on identity formation (Erikson, 1968). “By responding to the reactions of people who matter, the adolescent selects and chooses from among the many elements that could conceivably become a part of his or her adult identity” (Steinberg, 2014, p. 266). They will thus continue with behaviour that is acceptable and appropriate (Erikson, 1994; N. Hurd et al., 2009;



Steinberg, 2014) and in this way “identify models of who they want to be like.” (Hurd et al., 2009).

### 2.3.2. The importance of choice in adolescence

During adolescence a teenager might for the first time experience the opportunity and responsibility to make the right decisions. The ancient Greek philosopher Aristotle believed that the adolescent years were especially important as we develop our ability to choose and to become self-determining. Yancey et al. (2011) argue that the transition to adulthood is critical as adolescents choose patterns of behaviour and make lifestyle choices that can have fruitful or undesirable effects on their lives.

According to Walker (2007) and Weiner (2003), boys and young men are freer than ever before to choose the identity they wish to adopt and their route into adulthood. It could be argued that barriers surrounding stereotypes or cultures are being broken down which allows for more personal choice. This is partly due to the overwhelming influence of the media and Internet on our daily lives. Anderson and Cavallaro (2002) write that through media, movies and computer games children are exposed to numerous people and cultures. These cultures can also differ in their interpretation of what it is to be a man (Morrell, 2006). Morrell also write that identity is not biologically determined but that it is socially constructed and that it can take many different forms. It is thus clear that adolescent boys are exposed to varied messages that can influence their choice of who they want to be like and who they want to look up to.

Weiner (2003) writes that the freedom of choice does not necessarily make the choice easier and in fact can be a great cause for anxiety as the adolescent understands the gravity of making the wrong decision. This is why Hechinger (1993) believes that adolescents must be supported in acquiring positive self-esteem, stable human relationships and a feeling of usefulness. Hechinger argues that this will form the basis for making informed and deliberate decisions that could shape the rest of the individual's life.

## 2.4. Family structure and poverty in the South African context

On the southern coast of South Africa is a place that was called the Cape of Storms which later became the Cape of Good Hope. Ironically, these two terms can also be used to describe the country. Regarding its stormy past, Nussey (2005) states that



South Africa is regarded as a country shaped by conflict (Nussey, 2005, cited by Barratt, 2016). This is due to conflict and oppression that started centuries ago. Due to migrating African tribes from the north, colonialism and Apartheid, there has always been conflict between the strong and the weak, the minority and majority.

Johnston (2014) declares that "there is virtually universal agreement that South Africa is one of the most unequal countries in the world" (p. 24). He continues by stating that these inequalities originated in a history of exclusion and domination. When speaking about South Africa as a nation, Johnston states that South Africa is still in the developmental stages resulting in many uncertainties as to what the future might hold. He says that two of the most common words associated with South Africa are 'diversity' and 'divided'. The diversity side of South Africa is easy to see. With 11 national languages, five major racial population groups and vast amounts of different cultures and beliefs, it is truly unlike any other country in the world. Diversity tends to have a more positive and hopeful tone to it when compared to 'divided'. The unfortunate truth is that due to its history, the country has been divided and is still in the process of figuring out how to overcome these divides that have left the country with great challenges. In a study done by Normand (2007), it was found that the youth described their environment as challenging due to many factors including limited community resources, safety concerns, barriers to community development and negative stereotyping of youth. Young South Africans make up the biggest part of our population and will determine what the future of South Africa will be like. It is well known that the youth played a vital role in South Africa's history, especially by acts like the uprising in Soweto in 1976 (UNFPA, 2013).

Johnston (2014) states that unemployment is a significant problem in South Africa and reports that 72% of the unemployed are younger than 34 years. Madhavan and Crowell (2014) expand by citing Collinson (2010) who writes that not only is unemployment high but that the opportunity for many youths to obtain education remains a challenge.

According to the General Household Survey of South Africa, only 87% of the South African youth attended school (Statistics South Africa, 2015). 13% might not seem like a significant number, but Hall and Sambu (2017) report that 18.6 million of South Africa's population are younger than 18 years old, meaning that a staggering amount

of children will begin life with a major disadvantage. Reese, Chai and Anthony (2012) write that education is one of the best investments a country can make to ensure a better future for its people (Reese et al., 2012, cited by Statistics South Africa, 2012). It is widely accepted that being uneducated places an individual at risk of falling into poverty. Normand (2007) cites Donald, Lazarus and Lolwana (2002) who reported that South Africa defines the poverty line as a household earning less than R800 per month and that nearly 30% of households earned less than that. They continued to write that although social and interpersonal problems occur wherever there is poverty that in South Africa the issues are more significant due to the widespread effects of poverty.

The research of Hall and Sambu (2017) supports this, as they found that two-thirds of children grow up in households that fall under the poorest 40% of households. One of the accompanying effects is that many children in South Africa do not live with their biological parents and according to international studies, this is a unique feature. They found that as many as 35% of children live only with their mother and the children from the most impoverished families are most likely to grow up in a home with one or neither of the biological parents. Hall and Sambu caution that "parental absence does not necessarily mean parental abandonment". This is because in South Africa it is not uncommon to find that family members like grandparents step in to raise their grandchildren when the biological mothers and fathers work to sustain the whole family. It has also been found that children that grow up in these homes show tremendous resilience to the challenges they face in South Africa (see Clowes, Ratele, & Shefer, 2013; Maswikiti, 2008). This could indicate that there remains a hopeful future for the next generation South Africans. With continuous support from family members, community members, schools and government programmes the challenges can be overcome and with enough small changes, significant results might follow.

#### 2.4.1. Family structure in South Africa

The family can play a significant role in adolescents' choice of role models. In many cases the role model is either a parent or a family member or someone with whom the adolescent has a personal relationship. This fact is especially relevant to my study for two reasons. Firstly, even though South Africa has a rich diversity of cultures and ethnicities, the value of family and the impact family can have on a South African adolescent is universal. Thus family or the lack of family can significantly influence

how an adolescent goes about interpreting the world, and whom he wants to be like in this world. Secondly, it is not uncommon to find parents, family members and non-family members staying in the same house or on the same property, in South Africa. Interaction with one's extended family is thus unavoidable in such households.

By citing Lang and Zagorsky (2001) as well as Mandara and Murray (2000), Makofane (2015) points out that even though a single-parent family may experience social and economic disadvantages, it is not necessarily because of the dynamics in the family but could merely be because there is only one person to provide an income instead of two. Lang and Zagorsky reported that in the United States there is a substantial social problem due to the number of children growing up in single-parent families (Lang & Zagorsky, 2001, cited by Makofane, 2015), which could be attributed to the fact that children are raised on half the family budget when they only have one parent.

Looking at international research, it is clear that change in family structure from a "traditional" or "nuclear" family structure (consisting of a father, mother and children) to a single-parent or more complex structure is not unique to South Africa. Bojuwoye and Sylvester (2012) cite works like Anderson (2002), Tanner (2002) and Prince (2009) and write that it is a worldwide phenomenon that children are reported to be growing up with single mothers. Brownhill (2014) investigated Britain's statistics and found that homes consisting of the traditional family unit were declining and that mothers became the primary caretakers of children. Reynolds (2009) concurs and states that in Britain more than 60% of black children grow up in single-mother households. In the United States, similar reports are found in research such as that done by Choi and Jackson (2011) and cited by Ratele et al. (2012) which found that there is a decrease in nuclear families. In research done by Bojuwoye and Sylvester (2012), they concur and cite researchers like Popenoe (1996) and Vaden-Kiernan, Ialongo, Pearson and Kellam (1995) who state that traditional families were decreasing and single-parent households were on the rise even before the turn of the millennium. Considering these international results, the same is happening in South Africa where it is becoming more and more common to find children growing up in single-parent households (see Naicker, Chikoko, & Mthiyane, 2017).

Furthermore, research shows that factors such as poverty, migration, abandonment, and unemployment cause fathers to play a limited role in raising their children (Holborn & Eddy, 2011; StatsSA, 2010, cited by Ratele et al., 2012). This could lead to single-parent households where children are raised by other family members. Wilson (1987) writes that females have less incentive to get married if their partner is unemployed, which he argues leads to female-headed households (Wilson, 1987, cited by Parker & Reckdenwald, 2008). Single-parent households also occur where there is a death of one of the parents or if the parents decide to get divorced. The latest figures according to Statistics South Africa (2018) showed that divorce is increasing in South Africa.

Steinberg (2014) writes that even though divorce adds to the number of single-parent households, a large percentage of children are born into single parent homes never living with both biological parents. However he points out that many children believed to be in single-parent homes are actually in a household with more than one adult. In the South African context, this is not uncommon as many children who grow up in a "single-parent" home are in fact growing up with relatives like a grandmother, grandfather, uncle, aunt or even a partner of the single parent. Hall and Sambu (2017) confirm this and write that even if children live separately from both biological parents, it is unlikely to find children growing up in a home without any relatives.

Growing up with adults other than the biological parents is an essential circumstance to consider when looking at the South African context as Ratele, et al. (2012) warn that the families in African communities cannot be interpreted the same way one would interpret normative Western nuclear families. Clowes et al. (2013) go as far as to write that it seems the nuclear family cannot be considered natural anymore and that a nuclear family does not guarantee a stable society. They refer to research that point out that a nuclear family structure has never been the dominant structure in South Africa or the rest of the continent (see Crehan 1997, Oyewumi 1997, Bozalek 2004, 2007). Ratele et al. (2012) suggest that "children are negatively impacted less by growing up in a single-parent family than in families where there are not enough caregivers who are psychosocially 'present' to offer care and support to the child." This has been confirmed by Apel and Kaukinen (2008) who found that support from a family member played a vital role in limiting an adolescents' misbehaviour. As an example, they found that children who grew up in an environment where they had contact with their grandparents fared better than those who did not. Makofane (2015) writes that

one of the reasons why children fare better when placed with grandparents is that they find themselves in a safe, structured and loving household.

To complicate things even further, Denis and Ntsimane (2006) argue that more parents need to single-handedly deal with the pressures of work and raise their children simultaneously. They say that this was not the case in earlier generations as the working hours were limited to daylight hours that enabled the parents to focus solely on household responsibilities as soon as it became dark. They write that currently, many companies function 24 hours per day and seven days a week and that the parents work crisscross through the schedules of their children. In a low socio-economic environment in South Africa, this means that the traditional view of parenthood is no more and that single parents need to come up with innovative ways in which to be there to guide children through adolescence.

So where does this leave us with regards to family structure in South Africa? It is clear that the family structure is continually changing and that it must be seen in that way. Different family structures cannot be interpreted the same way across the world as each culture might describe the "normal" family structure differently. What is universal, however, is that family structure will always be relevant to a child growing up as this usually is where the first and most intimate relationships are formed with individuals who will have the opportunity to guide the child to adulthood.

#### 2.4.1.1. Is there a risk in growing up in a single parent household?

There has been a long-standing debate about whether the type of household, for example the single-parent household or the two-parent household, might have an influence on the behaviour of an adolescent. De Waal's study (2010) found that being raised in a single-parent family can be a risk factor in an adolescent's life.

These risks could include risky behaviour where Aspy et al. (2004) found that adolescents from single-parent households were more likely to misbehave; or in a study done by Oman et al. (2004) which found that adolescents from two-parent households were more likely to report non-use of drugs and alcohol. The risk factor could also include behaviour from the parent as Astone and McLanahan (1991) indicated in their study cited by Creswell (2012) where adolescents who live with single parents or stepparents report that their homework is monitored less than the

homework of adolescents from traditional families. Newcomer and Udry (2017) also found that single mothers are more likely to work full-time than are mothers in two-parent households and therefore may have less opportunity to monitor the activities of their adolescents.

Other studies (see Boyce et al., 2006; Bronte-Tinkew, Moore, Capps & Zaff, 2006) cited in Ratele et al. (2012) focus mainly on the absence or presence of a father and the effects it has on children. These studies' findings all suggest that children growing up with a father showed better social, psychological and behavioural outcomes compared to children who do not grow up with a father.

Conversely, researchers like Zimmerman et al. (1995) expressed concern regarding the assumptions made around the family structure. They acknowledged previous studies that showed that there could be a link between problem behaviour in adolescents and growing up in a single-mother household but warned that many earlier studies were very limited. Previous studies focused only on white middle-class participants, and even in later studies where different cultures were studied, they argued that these studies failed to associate adolescent delinquency with living in a female-headed household (Zimmerman, Salem, & Maton, 1995). They do not question the accuracy of the findings that state the co-occurrence of delinquency and being raised in a single-parent household but caution that co-occurrence does not imply a causal relationship. Steinberg (2014) agrees as he provides this example: Even though research such as that done from the 1950s onward tends to show that adolescent behaviour deteriorated during the same time there was a shift away from the traditional family structure, he cautions the reader not to assume that family structure causes changes in adolescent behaviour.

Zimmerman, Salem and Maton (1995) interestingly found that even though research points to boys experiencing the harmful effects of single-parent family life more drastically than females, that these youths also reported more support from their mother than children growing up with two adults. A possible reason might be the absolute commitment of the mother to her child as she knows there is no one else to help her child. Richter (2004) also cited a study where Townsend (2002) stated that: "Children are not necessarily disadvantaged by the absence of their father, but they are disadvantaged when they belong to a household without access to the social

position, labour and financial support that is provided by men” (2002, p. 270). In a comparative study Apel and Kaukinen (2008) noticed the same levels of antisocial behaviour in an adolescent who stayed with both biological parents that were not married, than that of an adolescent who lived with his mother only (Apel & Kaukinen, 2008, cited by Steinberg, 2014). Thus the nature of the relationships in the family structure had a significant impact on the adolescent's behaviour.

#### 2.4.1.2. Low socio-economic communities

Apartheid ended more than two decades ago, yet South Africa is still considered one of the most unequal countries in the world (Von Fintel, 2015). Von Fintel states that due to a lack of interaction on numerous spheres, the barriers for those in poverty will remain. He defines poverty traps that make it very difficult to escape chronic poverty. These traps include but are not limited to poor health, little or no education, not being able to receive a loan, being socially excluded for some or other reason or living in an area concentrated with poverty. The dangers of these traps, Taylor and Yu (2009) explain, is that the problems they cause are intensified due to the concentration of poverty. In other words, a neighbour might not be able to help with some of the issues as they are struggling with similar problems and do not have the economic freedom to offer assistance even if they wanted to. It is thus appropriate that Taylor and Yu (2009) describe poverty as a contagious disease that can spread through a community.

Hurd et al. (2011) cite Anderson (1999) stating that in some economically disadvantaged communities, violence may be the only way to get status and respect. This could create a more disorganised neighbourhood which Boyle and Hassett-Walker (2008) claim will lead to more violence. In this cycle, Anderson (1999) argues that adolescent boys could struggle to find positive role models which could form part of the negative cycle. Aspy (2004) writes that these environments could lead to a lack of resources which could lead to lower academic performance, higher anxiety and less contact with positive adults. Poverty does not only have financial implications but can have a significant effect on the emotional wellbeing of a person. Taylor and Yu (2009) write that poverty tends to create hopelessness and low self-efficacy. These form part of the ‘contagion’ which inhibits an individual from escaping poverty. It is thus clear to see the imprisoning effect that poverty can have on a community. The results of poverty could last not only for a few years but could spill over to generations to come.



Von Fintel (2015) called this chronic poverty which he explained by citing Agüero, Carter and May (2007) as someone living and earning below the poverty line for more than one year with no indication of advancing financially.

According to Statistics South Africa (2012), "poverty remains a serious threat to children" (p. 14). Hall and Sambu (2017) report that nearly 70% of children live in homes identified as being in the poorest 40% bracket. Cancian and Reed (2009) write that the challenges poverty creates, is difficult for a single mother to overcome (Cancian and Reed, 2009, cited by, Statistics South Africa, 2012). Steinberg (2014) confirms this and states that one of the reasons for the economic gap in the United States was due to a higher prevalence of single-parenthood among families. Clowes et al. (2013) write that although many people do not see the females in single-parent households as "breadwinners", that they have the strenuous economic burden of raising children.

## 2.5. Summary

In this chapter, all relevant literature that could inform the researcher on the research topic was reviewed. The chapter began by exploring and defining the role model concept before it focused on the importance of role models according to other research articles. The term 'adolescent' was then unpacked, which led to a discussion on how it is interpreted internationally and how it is defined in the South African context. In the last section, I explored the South African context paying particular attention to the family structure and socio-economic status as role players in boys' decision-making about role models.



## Chapter 3: Methodology

### 3.1. Introduction

Leedy (2013: p. V) introduces research methodology as "an unparalleled opportunity to learn how you might better tackle any problem for which you do not have a ready solution." In this chapter, I describe in detail how the research project was conceptualised, and defend my choice of methods and methodology.

This study aimed to understand the role model phenomenon from the perspectives of the adolescent boy raised in a single parent female-headed household.

### 3.2. Qualitative research

For this study, a qualitative approach rather than a quantitative approach was chosen. A qualitative approach was chosen partly because of the researcher's preference and his worldview on how knowledge is developed. The qualitative approach was best suited to make meaning of the research topic, which is role modelling. The study sought to answer the following research questions: "Who do boys see as their role models?" and "Why do they choose these role models?". My aim as the researcher was to understand who the individuals are that the adolescents look up to, and why they choose such individuals. I wanted to understand their choices, and thus this study was about meaning-making, which places it within qualitative research. Creswell (2016) as well as Terre Blanche, Durrheim and Painter (2006) agree that an open-ended, inductive and qualitative approach is the best suited.

Creswell (2016) continues by saying that qualitative research has its focus on one central phenomenon it wishes to explore. The phenomenon, which in this study was role modelling, was best explored through the narratives of a small number of people living in a specific context. The phenomenon was investigated in an open-ended way, as the aim was to develop a sophisticated understanding of the phenomenon by entertaining multiple perspectives of the phenomenon.

Merriam (2009) explains that people construct their perspectives and that it reflects their experiences in and views of the world. In order to best study and understand this, Marshall and Rossman (2016) state that qualitative research should take place in the natural world of the participant and use an interpretive approach by the researcher.

Qualitative research draws on multiple methods to study the participants' understanding of the complexities of their social worlds.

Mertens (2010) writes that researchers should continually build on information from the past. Most existing research on this phenomenon used quantitative measures; thus this qualitative study aims to fill a methodological gap in the research. Building implies that we continue where someone else left off. For a building to stand tall, all of the 'building blocks' must be of sound quality and thus the research even though it may differ in approach must be of the same quality as previous studies. Some researchers like Creswell (2016) agree and argue that qualitative research is a science where questions are answered by collecting data.

### 3.3. Research paradigm

"Paradigms are fundamental frames of reference, through which we look at social theories and inquiry. Whereas theories seek to explain, paradigms provide ways of looking." (Babbie, 2013, p. 57). Leavy (2014) concurs by comparing paradigms with sunglasses and explaining that like sunglasses, different paradigms will change the way we see things.

Three of the paradigm dimensions include the ontological, epistemological and methodological position the researcher takes concerning the knowledge he seeks to find. Ontology refers to the nature of reality while epistemology is defined by the nature of the relationship between the researcher and what can be known. Methodology is concerned with the best plan employed to study what is known.

This study is guided by an interpretivist paradigm where the researcher believes that there is more than one reality and due to our subjectivity, each individual constructs their own reality. The construction is made in their everyday life as they create their social reality (Flick, 2007). Each participant has a unique way of identifying their role model by constructing their reality of this phenomenon in the context of who they are and where they live (Merriam, 2009; Mertens, 2010). According to Creswell (2014). Therefore the aim of the researcher is to understand the subjective world of each of the participants.

To understand the participant's world from his viewpoint means that what is real for him might not be the same for another person. Merriam (2009) and Mertens (2010)

write that there is no single reality and that the researcher must interpret each participant's reality according to the context they are in and where the phenomenon happens. When doing interpretive research, the researcher is the primary instrument for collecting and analysing the data (Merriam, 2009; Terre Blanche et al., 2006). This means that in this study, I used listening, interpretive and analysing skills to ensure that accurate and descriptive data was obtained which enabled me to answer the research questions.

Using suitable methods to obtain deep, meaningful and rich data provided the opportunity to get a full understanding of the participants' perception of the role model phenomenon. The most suitable way of capturing the data as mentioned above was by using multiple qualitative methods which allows the researcher to pose open-ended questions and the grants participants the freedom to express their views (Creswell, 2014).

### 3.4. Research design

The research design has been described as a “blueprint” (Patton, 2002; Yin, 2011), a “map” (Merriam, 2009) or “strategic framework” (Terre Blanche et al., 2006) that guides the research process. The research design provides planning and systematic thinking that differentiates the research process from ordinary observation. A research design is necessary as preparation needs to happen to ensure that the specific questions that need to be answered are done so in a scientifically sound way.

This study was planned as a case study in which the bounded system was a group of adolescent boys growing up in a single parent female-headed household. Babbie (2013) defines a case study as “the in-depth examination of a single instance of some social phenomenon, such as a village, a family, or a juvenile gang” (p. 338). Leavy (2014) concurs by citing Gerring (2004) who writes that a case study is an intensive study of a single phenomenon which could provide understanding to a larger group of similar units. In order to focus on a single instance or phenomenon, a case study is limited by boundaries. My bounded system consisted of Grade 7 adolescent boys, who grew up in the same low-income community in the Western Cape. They were also being raised in a female-headed household.

Yin (2009) suggests that when "how" and "why" questions are asked where the investigator has little control over "a contemporary set of events" or if the variables are so embedded in the situation as to be impossible to identify ahead of time, the case study as design is likely to be the best choice. With the aim to understand rather than explain, this design allows for adaptations and changes to happen during the research process. According to some researchers (Leavy, 2014; Merriam, 2009), a qualitative study design must be flexible and able to respond to changing conditions of the study process. In order to remain flexible, Leedy (2013) recommends that case studies use a wide variety of methods such as observations, interviews, documents and audio-visual material. In this study semi-structured interviews, a focus group and collages created by the participants were methods of data collection. These methods enabled the researcher to draw on the strengths of a case study approach that Mouton (2001) lists as facilitating deep insights of the participants' worlds, maintaining high construct validity, and building rapport with each of the participants.

Although case study research is appropriate, it does not mean that it is without limitations. According to Patton (2002), all research designs will have strengths and weaknesses. Mouton (2001) describes the limitations of the case study as not being able to generalise the results and having no standardisation of measurement. Thomas (2011) affirms this by stating that when choosing one case that the greater details gained come at the expense of being able to make generalisations about your findings. However, being situated within the qualitative research tradition, the intention is to understand the particular case, never to generalise its findings.

### 3.5. Selection of participants and the context of the study

Seven Grade 7 adolescent boys (aged 13-15) attending the same primary school were purposefully selected to participate in the study. They had to be boys who were growing up in a single-parent, female-headed household and lived in the same low-socioeconomic community. Yin (2011) states that by selecting specific study units, the most relevant and plentiful data can be obtained. According to Babbie (2013), the appropriate selection can be made when the researcher has a basis of knowledge about the population as well as the purpose of the study.

The community that the participants all came from is situated in the Winelands district of the Western Cape province of South Africa. The community was known as a low socio-economic community that had high rates of unemployment.

### 3.6. Methods of data collection

Careful consideration was taken when choosing the techniques used to collect data. These methods of collecting data were not picked at random but rather predetermined by the interpretive paradigm and research questions. Mertens (2010) states that the reason we collect data is to learn something about people or issues. This study was interested in learning about role models as seen from the perspective of a group of early adolescent boys. To answer the questions: "Who do they identify as their role models and what are their motivations for choosing these individuals", the methods chosen had to be able to provide the opportunity to generate in-depth, quality data. In this qualitative study, the researcher had to be part of the process as he is the "primary instrument for data collection and analysis" (Merriam, 2009, p. 15). For this reason, the semi-structured interview was chosen as the primary data collection method. The secondary data collection method included the focus group interview and the individual colleges. The data for this research study was collected at the primary school the boys attend. The interviews, as well as the focus group, were held in the school's culture room that provided privacy and little disruption from the ongoing school activities.

#### 3.6.1. Semi-structured interviews

The initial source of data collection was in the form of semi-structured interviews. According to Kvale (2007), a research interview is an interaction between a participant and researcher where knowledge is constructed together. A strength of the interview as a method of data collection is that the participants' impressions or experiences can be captured, something that might not come to light when using a data collection method such as the questionnaire (Mertens, 2010).

By asking open-ended questions, the boys had the opportunity to share their perception or understanding of the role model phenomenon. The researcher interpreted and tried to understand the participant's responses to open-ended questions that led to further probing and exploring in order to obtain meaningful data. Patton (2002) states that in-depth responses about the experiences, opinions, feelings

and perceptions can be obtained by using this method. Terre Blanche et al. (2006), support this by stating that interviews present a more natural way for people to convey information and fits well with the interpretive approach in research.

An interview guide was used to ensure that the researcher remained on track in obtaining meaningful data on the various themes discussed with participants. The interview guide was crucial as it guided the researcher to ask only the most relevant questions in the limited time space. The open-ended type of questioning allows the participant the opportunity to share his own experiences and tell his story rather than just answering questions as he would have done in a structured interview or when completing a questionnaire. Each interview session was limited to 60 minutes, and the interviews were conducted at the primary school the boys attended, because it was the most accessible place for the participants. The interviews, as well as the focus group, were held in the school's culture room to ensure privacy. There was little disturbance from the ongoing school activities.

### 3.6.2. Focus group

A secondary method was a focus group interview. According to Krueger and Casey (2009), a focus group session is conducted with a group of people who share certain characteristics and who can provide qualitative data in a focused discussion to help understand the topic of interest.

Using a focus group as a secondary method of obtaining data served more than one purpose. When using more than one method of data collection the researcher attempts to fill the gaps inevitably left by the other methods. It is a form of validation, and it enables the researcher to make conclusions with more confidence when interpreting the data. Validation will be discussed in more detail later in the chapter. Another strength of a focus group session is that it creates the opportunity for participants to hear the understandings, perceptions, and opinions of other participants. According to King and Harrock (2010), this can result in participants elaborating on their opinions as "stated views can often be amplified, qualified, amended or contradicted when expressed as part of a group interview." (King & Horrocks, 2010, p.62)

Unlike with the semi-structured personal interviews, when doing a focus group session, the researcher also takes the role of facilitator or moderator (Thomas, 2011).

Being a facilitator or moderator means that the researcher is not taking the lead and just asking questions. The researcher has a more marginal role and by keeping the purpose of the study and the research questions in mind ensures that the discussions remain on track. The researcher also serves the part of ensuring that each participant gets the chance to be heard in a safe, non-judgemental space.

### 3.6.3. Collage

During the focus group, collages were used as a visual method of data collection. A collage is a visual art form where an individual creates a product by using various materials, such as pictures and words from newspapers, magazines or other sources, as well as symbols to express his view on a common issue or phenomenon (Daniels, 2008).

According to Thomas (2011), image-based methods have distinct advantages when collecting data. "Using images created by the participants can make the research more inclusive; Image-based methods meld extraordinarily easily with other methods; The image can more easily evoke responses which makes it particularly useful with children; Images has the capacity to kindle a response that is quite unexpected." (Thomas, 2011, p.166-167)

By using a visual form of expressing themselves, the study will not rely solely on verbal responses. The collages will also prompt the boys to explain in their own words how they understand the role model phenomenon. This is supported by Daniels' (2003) research which shows that visual-based methods allow the participants to be the recorders of their own worlds and experiences, which increases their authorship of the data. As there is no right or wrong way to make a collage and no collages will be similar, this method will allow for unique data that is hard to obtain using other methods.

## 3.7. Recording of data

In qualitative research, there are numerous ways to record data. It can be in the form of field notes, transcriptions, audio recordings, and visuals. According to Yin (2011), different methods of recording data bring different levels of complications as well as added benefit, so it is up to the researcher to decide on the appropriate methods to use. For this study, the various forms of data recording employed by the researcher

included field notes during the sessions with the participants, visual data through the collages and audio data during the interviews and focus group session.

The use of a voice recorder to capture the interview data was of great benefit as it produced a literal replication of the voiced data (Yin, 2011). Flick (2009) argues that using a digital recorder can result in the interview maintaining a more natural feel as participants can 'forget' about the recorder. By recording the interview and focus group session the researcher was able to focus more on the questions he wanted to ask, the answers he wanted to follow up on, and the non-verbal messages the participants were conveying. Being able to focus better on the session did not inhibit the researcher from making written notes. New understandings or thoughts during the interview were written down to explore later and became a crucial part during the interpretation of the data.

Before any audio recording took place, consent was obtained from the participants. The researcher stated the purpose for using the recorder and granted the participant the opportunity to ask any questions about the recording. It was vital that the researcher familiarised himself with the device and knew how to operate it without unnecessarily interrupting the sessions.

### 3.8. Data Analysis

Terre Blanche et al. (2006) explain that data analysis is not just collecting instances of the participants' life, but to understand the real-life experiences concerning the phenomenon. Creswell (2012) concurs and states that a researcher analyses words and pictures to describe the central phenomenon. In this qualitative study the 'words and pictures' to be analysed were collected by notes made by the researcher during interview sessions, transcriptions of the electronic recordings of the interviews and focus group session as well as the collages that each participant created during the focus group session.

According to Yin (2011), each analytic process goes through a "compiling", "disassembling" and "reassembling" stage. Compiling refers to organising the data which in my study meant that the information gathered via the different methods of data collection - namely interviews, focus group discussion and collages - had to be placed together in a form that could be interpreted and understood. One of the first



steps in doing this was to transcribe all the electronic recorded sessions. According to Merriam (2009), it is preferred that the researcher does his own transcriptions as he will be able to remember aspects of the interview that could not be recorded, for example facial expressions. Mertens (2010) writes that analysis and interpretation start when a reader is engaged in the transcribing process. "Rather than hiring someone, transcribing your own interviews is another means of generating insights and hunches about what is going on in your data" (Merriam, 2009). By transcribing the interview, the researcher was reminded of important moments due to repetition or emphasis from the participant. Emotions such as excitement or discomfort were noted.

By disassembling the data, Yin (2011) refers to creating themes or codes in which you could 'group' or 'break down' the vast amount of information. This study made use of thematic content analysis. Patton (2002) described content analysis as the process by which qualitative data is reduced, and an effort is made to make sense of the data and find core consistencies. He later explains that these core consistencies can be labelled as themes. The themes chosen were carefully considered as they had to provide enough quality and relevant information to enable the researcher to answer the research questions.

Lastly, reassembling the data refers to the researcher interpreting the themes that he found in the data. During this step, it is particularly important that the researcher is aware of his background and bias. Mertens agrees by writing: "Researchers bring their own point of view to the process, including noting multiple meanings that lie in what might appear to be simple utterances" (Mertens, 2010, p.424).

### 3.9. Validity and reliability of data

Babbie defines validity as "a term describing a measure that accurately reflects the concept it is intended to measure" (Babbie, 2011, p.132). Thus strong validity means that what is said to be measured, is actually measured. In qualitative research, this is difficult to obtain as the research process is more flexible and defined by the fact that there is more than one truth. Gibbs (2007) agrees by stating that from a constructivist position there are multiple interpretations and thus no simple reality. Each participant constructs their own meaning to experiences lived, which makes it real for them. Gibbs goes as far as to say that there is little motivation to seek validity at all. Although true

validity in the quantitative sense cannot be obtained (Babbie, 2011) there is however a way to measure accuracy in qualitative research.

Merriam (2009) refers to this as the rigour with which the research is done and cites Firestone (1987) who writes: "The aim of the qualitative researcher is to show in enough detail his findings that his conclusions will 'make sense'." (Merriam, 2009, p.210). The validity or rigour in qualitative research is obtained by detailed descriptions of the interaction between the researcher and the participant, as well as the interpretation of the perceptions of the participants (Merriam, 2009).

Other techniques that address the validity of qualitative research include triangulation, and quoting what the participants said. The concept of triangulation, also used in navigation and geography, refers to using three points to calculate the exact location of an object. By getting more than one different view on a subject, a more accurate picture of the subject matter can be obtained (Gibbs, 2007; Yin, 2011). One way of gaining more than one perspective is by the use of more than one method (Flick, 2009; Lunenburg & Irby, Berverly, 2008). During this study, the use of semi-structured interviews, a focus group and the use of participant-made collages offered different viewpoints to the same phenomenon.

Mertens (2010) cites Richardson and Pierre (2005) who suggest that instead of using the word triangulation, we should use the word "crystallization" (Richardson & Pierre, 2005, cited by Mertens, 2010). This implies that by using more than one method we should not use the different methods for the purpose of finding a middle ground but instead use the different methods to express more clearly the differences or agreeing opinions about a topic.

Quoting the participants' exact words is another technique that can help strengthen the validity of the research as it provides evidence of the findings. Gibbs (2007) mentions that by using quotations, it will be easier for the reader to connect with what is written as they can see the theories as experienced by the participants. Creswell (2014) continues by writing that the use of rich, thick descriptions make the results become more realistic and thus adds to the validity of the research.

The research done must not only have validity but also be reliable. Reliability refers to the potential for the study to be duplicated and achieve the same results (Lunenburg

& Irby, Berverly, 2008). Reliability thus requires the researcher to be completely honest and open about the procedure and methods he used to obtain the results that he did. This openness will grant other researchers the opportunity to evaluate, disagree or confirm results.

According to Gibbs (2007), one way of enhancing reliability is to recheck transcriptions. The researcher himself is the best person to do this as he was present during the session and even though it might be time-consuming, this will be necessary to avoid making obvious mistakes when analysing the data.

Before ending this section, it is necessary to discuss reflexivity as it forms part of any qualitative study. Reflexivity is defined by the awareness a researcher has that he contributes to the construction of meaning during the research process due to his specific background, beliefs and perceptions (Gibbs, 2007; Lunenburg & Irby, Berverly, 2008). No researcher can claim to be completely objective. By staying in-tune with his own feelings, thoughts and experiences and acknowledging the difference in background and culture he might have from the participants, the researcher can become more sensitive to the effect it might have on the research process.

### 3.10. Ethical considerations

Babbie (2013) writes that most dictionaries associate ethics with morality and that both have to do with what is right and wrong. In different countries and different cultures, however, this becomes more complicated as people think differently about what is acceptable or not. Thus a standard set of ethical agreements was created with the purpose to protect research participants. (Terre Blanche et al., 2006)

One of the principals of ethical research is that the rights of humans must be respected and upheld. This entails that no research must be done without informed consent from the participants. The researcher must also ensure that the consent received is *informed* consent. The researcher should never assume that the participants or their parents indeed gave informed consent (Silverman, 2006). For this reason, it was essential to meet with the parent or guardian of each participant to explain the study in detail and give them the opportunity to ask any questions they might have. Special attention was given to use language and lingo that is understandable and also to

create an atmosphere where they felt safe to ask questions regarding the nature of the research. As part of the informed consent, the parents and participants were made aware that their participation was entirely voluntary and that they were in no way bounded by the research process. Miller and Bell (2012) argue that consent is not once-off at the beginning of the study but that it is an ongoing process. Thus it was important that the study's participants understood that they had the choice to refuse further participation at any point with no negative consequences for them.

Another important aspect of this study was the anonymity of the participants and confidentiality concerning the information obtained from them. We cannot know the knock-on effects of our research and it is our responsibility to protect the identity of our participants. To safeguard the participants' identity, neither the name of the school they attended nor the name of the community they lived in were revealed publicly. Furthermore, by using pseudonyms, the identity of the boys could be concealed. The researcher also chose to use depersonalised images from public magazines and newspapers as material from which to make the collages rather than personal pictures to help ensure their anonymity.

Babbie (2013) warns that complete anonymity is not possible where data is gathered directly from a participant. By using interviews and a focus group to collect data meant that the researcher had to ensure that the information received was kept confidential. The limits of confidentiality were explained to the parents and participants before they agreed to participate. The data was held on a password protected computer meaning that only the researcher and his supervisor had access to the information.

Permission was obtained from the Western Cape Education Department before the study commenced. A personal meeting was also arranged with the principal to discuss the proposed research study as well as address any concerns and answer any questions he had. Commencement of the research project started only after ethical clearance was obtained from the Research Ethics Committee for Human Research (Humanities) at Stellenbosch University.

### 3.11. Summary

This chapter explained the research paradigm, research design and the methodology used during this research project. The methods the researcher used to collect the data,

how the data was recorded, analysed and stored was explained. The chapter ended off by discussing the validity, reliability and ethical concerns of this study. In the next chapter, the data will be presented, and the findings of the research will be discussed.

## Chapter 4: Presenting the data

### 4.1. Introduction

In this chapter, I present the study's data, which was generated through personal interviews with the adolescent participants, as well as a focus group interview and personal collages. The data were analysed using thematic content analysis. This process happened in three steps where all the available data were compiled, then organised into core themes, and then interpreted and presented coherently and understandably. The research problem of the study explored whom adolescent boys from mother-headed households identify as their role models, and what their motivations were for choosing these individuals.

I start this chapter with an introduction to Esterhof, a fictitious name used for the township the participants live in. I then continue by introducing the participants. This is followed by my presentation of the themes that the data analysis generated. I present my analysis of the data organised under the following three themes:

- Who inspires the participants
- Who they aspire to be like
- Attributes that their role models should have

Thereafter the chapter is concluded with a summary.

### 4.2. Impressions of Esterhof

According to Mouton (2001), it is important to describe the context within which the participants function. In order to better understand the conditions that the adolescent boys, who were the participants in the study, grow up in, I spent time in the community observing daily life, driving through the community, visiting the homes of the participants, and visiting the school that they attend.

Esterhof lies on the outskirts of the wealthy part of town and is bordered by a four-lane road, a railway line and a large security complex that together, create a triangular neighbourhood. The township consists of a mixture of two-story flats, brick houses and informal housing structures. One's first impression of the township is that of dilapidated structures with worn-down fences on the one hand, and well-maintained houses that were recently painted, on the other hand - a juxtaposition of living standards. This

contradiction is also seen on the streets of Esterhof as some of the streets are dusty due to the dirt patches found next to the sidewalk while other sidewalks border well-maintained gardens or lawns. In the area where most of the study's participants are from, vast amounts of garbage litter the neighbourhood and on some street corners heaps of garbage or building materials have been illegally dumped.

During all my visits I found the neighbourhood to be particularly busy with the presence of adults, children and free-roaming dogs on the streets. I attributed this to the fact that I visited the area in the last week of school before the June holiday. I was told that many of the children stay at home rather than go to school during this last week of the school term. In later conversations, I was however told that the streets are never completely quiet and that the neighbourhood stays busy especially over weekends. I observed that children were sitting on sidewalks in small groups or were playing soccer in the street. I saw smaller children playing in the dirt or just walking around, seemingly unattended. On the street corners, men were standing around or idly sitting, looking at the people and cars driving by. As it was during the day, I assumed that these men were not employed in full-time work. I saw numerous older women in their nightgowns walking with curlers in their hair and slippers on their feet. This was in stark contrast to some of the groups of younger girls/women that I saw who were wearing fashionable smart-casual outfits such as "tekkies" (sneakers), jeans, and jackets.

As an intern psychologist, I have been familiar with the schools and have regularly driven through Esterhof. However, prior to my research, I have never been in any of the houses in this community. During the access phase, when I negotiated consent, I arranged to meet the parent/guardian of the participant at their home. This decision provided me with the opportunity to observe their home context and so gain a better insight into their living conditions.

#### 4.3. Introducing the participants

All seven boys live in Esterhof, and all stay within a 1 kilometre radius of each other. Table 4.1 provides background about these participants' home backgrounds.

**Table 4.1: Family backgrounds of the participants**

| Participant     | Age | Housing setup  | Family unit   | Parent/guardian  |
|-----------------|-----|--|---|--|
| <b>Wanay</b>    | 13  | 2-bedroom flat on the ground floor                   | Mother, brother, sister, uncle, aunt, grandfather.                        | Grandmother  |
| <b>Darren</b>   | 14  | 2-bedroom flat on the first floor                    | Aunt, her husband and their grandchild                                    | Aunt. Sees mother during the week                        |
| <b>Roderick</b> | 15  | 2-bedroom flat on the ground floor                   | Grandparents, 2 uncles, 2 sisters, brother and nephew                     | Grandmother  |
| <b>Tegan</b>    | 13  | Backyard dwelling (Wendy house)<br><br>Main house:   | 2 brothers, mother<br><br>(Grandparents, 2 uncles)                        | Mother<br><br>Father in the army; Not living with family |
| <b>Renaldo</b>  | 13  | Double storey house<br><br>Backyard wooden dwelling: | Grandfather, mother, sister, brother<br><br>(uncle, aunt, their children) | Mother   |
| <b>Ethan</b>    | 13  | Double storey house                                  | Mother, sister, grandmother and uncle.                                    | Mother   |
| <b>Sam</b>      | 13  | House  | Sister, husband, and their child  | Sister (mother deceased)                                 |

Except for Darren and Roderick, who were 14 and 15 respectively, all the boys were 13 years old. The participants were in their final year of primary school at Esterhof



primary school. As can be seen by the data, the participants live in different types of homes. Darren, Wanay and Roderick live in an area also known as “the flats”, an area with a few identical-looking blocks of buildings; each consisting of one and two bedroom flats. Tegan lived in a ‘Wendy’ home, which is a wooden backyard dwelling on the premises of a family member’s home. Renaldo lives in his grandfather’s house on a plot that also houses other family members staying in Wendy houses. The other two participants lived in homes that were the only structures on the property.

In the interviews I enquired about the persons who are responsible for them. Ethan, Renaldo and Tegan grew up in homes where their mother was the primary guardian. Both Wanay and Roderick are being raised by their grandmothers, and say that they do not have regular contact with their mothers. Darren is being raised by his aunt while Sam lives with his older sister and her husband. Wanay and Darren were fathered by the same man, though he was not living with either of the boys. It seems that the participants’ situation is not seen as unique as many children in Esterhof are raised by adults that were not necessarily their biological parents.

I found that most of the family units consisted of extended families rather than nuclear families, and that the adult members of the family unit were expected to contribute to the household as well as take care of the household duties such as cleaning and making food. Everyone that earned money was expected to contribute to the financial upkeep of the household. It became clear that in the instances while the parents were at work, the responsibility to raise the children fell on the remaining adults in the home.

#### 4.4. My perceptions of the people I interact with

According to Statistics South Africa, the home is the place where young children spend most of their time and this environment has a direct effect on their development (Statistics South Africa, 2013). Generally one could assume that the home is the primary place where children observe the behaviours of others. Secondary sites are the community and school environment, where children will witness different traits, occupations and experience interaction with and between other people. Their observations will influence impressionable adolescents’ thinking about the adult world and provide examples of behaviour they can choose to mimic.

#### 4.4.1. Who I share my home with

During my visits to their family homes, I realised that these participants shared space with many family members. In my interviews, I explored the participants' views on family relationships. None of the participants I interviewed grew up in a traditional or nuclear family consisting of only biological parents and siblings. Wanay, Darren, Roderick, and Sam were raised solely by family members who were not their biological parents. In each case, the boys were part of a family unit that included other family members in the same house or on the same premises to create blended or extended families. Table 4.1 shows that participants shared homes with grandparents, uncles and cousins. Tegan, Ethan and Renaldo's families also shared premises with another family who was either living in the backyard, or in the main dwelling on the plot.

The home seemed to be a place of safety as many boys could identify someone that cared for them within their homes. However, when I explored this further, I received different answers to their understanding of what it means - being 'cared for'. Wanay explained that he knew his grandmother cared for him as she has always been there for him by raising him as if he was her own son. For Darren and Sam, 'caring' involved their guardians talking with them and listening to them. Tegan, Ethan and Sam felt that they were being cared for by their guardians because their guardians provide for them by buying clothes, food and toys.

The participants all identified a female family member as the most important figure in their households. When I explored this further, it was clear that the main reasons for choosing a female figure was for the perceived caring and nurturing role they played in their lives. These female family members listen to and understand the boys, and saw to their financial needs. Roderick described his grandmother as someone who cares a lot about him and is willing to help him with his school work. Both Darren and Sam stated that they felt the people they considered most important listened to them and understood them. When speaking about his mother, Ethan said that: "*Sy doen alles vir ons*" [she does everything for us] and then he went on to explain that she takes care of him by buying things for him as well as taking care of him by providing food. It was also clear that he understood that this was only possible due to her going out to work every day.

## 4.5. Enabling spaces, influential role players

My analysis of the data shows that, outside the home, there are many enabling spaces that the participants refer to, and within these spaces, individuals that they identify as influential. The influences on these boys are both positive and negative, and it seems that they have more than one individual whose influence is valued. In this section, I present the supporting data.

### 4.5.1. The school as an enabling place

The school that these boys attend was identified as a positive place by all the participants. They described their school as an academic space where they can learn, as well as a place where they are exposed to a wide variety of sporting activities. The data from the group discussion validates this viewpoint. It foregrounds the importance of performing academically and completing their schooling. Darren explained that the school enables them to get a good job and provide for their families. He stated that children who do not complete their school career “go over” and look for illegal ways of making money like selling drugs. Tegan concurred and stated that even though some of the teachers were hard on them to perform academically, he understood that they cared about what happens to them and want them to have a good job in order to provide for their future families.

However, their school also provides them with opportunities to pursue a career in sport. The school offers a wide variety of sports, such as soccer, rugby, cricket, athletics, softball, badminton and chess that they participate in. Some sports, like soccer, also offer holiday programmes. Their participation in sport held benefits for the boys. Firstly it offered them “something to do” during the school holidays. They were in agreement that sport is an essential part of staying fit and thus healthy. All the boys seem to have internalised the view that being good at sport is financially worthwhile as you can get paid to play professionally. In their minds it is the only way to get a great deal of money without completing their academic career. The participants understood that in order to be selected for the national team you have to play for a school or local club in order to start the path of selection until you get selected for the national team. Only then will you be able to earn enough money to support a family.

In addition to being a place of opportunity, the school is also experienced as a safe space to be in, away from the violence of the broader community. Wanay describes the school premises as follows: “*Dis veilig hier, hulle kan nie hierso skiet nie*” [It is safe here, they cannot shoot here]. For him it is a place of security, where gang violence cannot touch them. During the group session, a picture of a very unsafe community emerged from their narratives. More than one of the participants explained that when they are playing at home or on the street, it can become so dangerous that they abandon the game and seek shelter in their homes. The school however, is surrounded by high fences, which makes it safe for the boys to play in safety on large open spaces like the soccer or rugby fields.

#### 4.5.2. The community: Both good and bad

The participants’ description of their community contained words such as, “*wild*” [wild], “*deurmekaar*” [chaotic] and “*gevaarlik*” [dangerous], and a place where “some people shoot guns”. They made it clear that it was mostly gangs who shoot and stab each other. Evidently, these violent actions affect their lives. The data shows that the participants’ knowledge of the gangs, also referred to as “*skollies*” or “*nommers*” [thugs, numbers] was extensive and that the prison number-gangs were very well known to the boys. They could describe in detail the structure, area of operation and history of conflict between the gangs. When I asked how they came about the knowledge of these gangs, Sam laughingly said that “everyone knows about that!”. During the interviews, I discovered that not only did the boys know about the gangs but that many of them had family members in the gangs. However, they did not want to associate themselves with the gangs nor the gang members.

**Table 4.2 Gang Views**

| Participant     | Actions of gang members  | Emotions/responses  |
|-----------------|--|---|
| <b>Sam</b>      | <p>The gangs they smoke 'dagga' shoot people and stab people. It's the VL gang, Vatos Locos, 26's.</p> <p>You have to follow the rules. If you do a job you get paid.</p> <p>You will get a 'vlag' (tattoo mark) and move higher up in the hierarchy of the gang.</p>  | <p>"I don't smoke dagga".</p> <p>When they shoot I can get hit and die.</p>   |
| <b>Darren</b>   | <p>They shoot guns. They shoot guns at other gang members.</p> <p>They (gangsters) get orders to kill people. You have to kill someone to become part of the number 26 or 27 gang. They can assault you or kill you. They are watchful to see if you talk with members of the other gang.</p> <p>All my people are 'numbers' no one will stand up for me.</p>  | <p>Fear of being hurt and/or killed</p> <p>If the rival gang shoots at the gang member you are talking with then they can shoot you dead.</p> <p>I don't want to talk with them as they are dangerous people.</p> |
| <b>Ethan</b>    | <p>It is evil in this community some days. They shoot gun and they stab people dead and throw rocks, they fight. It's the Vatos Locos gang and the Skombizo's.</p> <p>It's my family (members) but I don't care, they can die I don't care. They will die.</p> <p>They do things that are not good, they stab people and steal and smoke drugs.</p>  | <p>Cutting off emotionally.</p> <p>Destructive lifestyle</p> <p>Does not want to associate with them.</p>   |
| <b>Tegan</b>    | <p>They gangsters, they shoot at each other.</p> <p>My uncle is one of them. He is a 27.</p> <p>I have seen them shoot guns.</p> <p>Kids are being pulled into a gang and threatened to do a crime or they will get hurt in return. "<i>Hulle sê gaan skiet daai een of ek skiet vir jou dood</i>" [They say go shoot that one or I will shoot you dead].</p> <p>It almost happened to my brother but he walked away.</p>                        | <p>It made me nervous.</p> <p>Think that it is good to stay away as his brother did.</p>  |
| <b>Roderick</b> | <p>When the gangsters come people need to run into their homes.</p> <p>He knows them by name and has spoken to them</p>  | <p>Feels that there is nothing he likes about the gang members</p>  |
| <b>Renaldo</b>  | <p>They shoot at each other. They kill people. It is the 27's and 28's. The sun-ups and 8's is the sun-downs. (Referring to the 27's who rule in daytime and 28's who rule at night)</p> <p>They shoot everywhere, come into people's homes and might kill the father of a child.</p> <p>They approach children and will tell them to shoot someone or else they will shoot that child.</p> <p>They shoot stray bullets that can hit anyone.</p> | <p>Don't want to talk with them or be associated with them.</p> <p>Fearful that he might get hit by a stray bullet "<i>blinde koeël</i>".</p>   |

|              |  |   |
|--------------|--|---|
| <b>Wanay</b> | <p>They shoot mostly here and kill people here.</p> <p>The one leader, Boytjie, is my brother. They fight against Mannas and his men.</p> <p>Every night they walk with the guns here. They can kill anyone. They have mistakenly killed an innocent person because they thought it was member of a rival gang.</p> <p>They always cover their faces.</p> <p>They are rough, if you want to greet them they could just hit or shoot you.</p> | <p>Does not talk with his brother.</p> <p>Remain indoors and run into any nearby home when the gangsters arrive.</p> <p>Fearful of being hurt or killed</p> |
| <b>Group</b> | <p>They shoot too much gun here. They shoot people.</p>  | <p>It makes us feel afraid. (The shooting)</p> <p>We need to be inside our home very early.</p>   |

As shown in the table it is clear that the boys are very knowledgeable about the gangs. Sam, Darren, Ethan, Tegan, and Wanay have family members who are gangsters. This could explain why their knowledge of the gangs is not just because of their close proximity to the home and operational areas of the gangs but also because of their personal connections with gang members.

It was evident that the boys did not share the values of their family members who are gang members. Ethan, Wanay and Tegan were adamant that they chose not to associate with gang members. During the interviews, I found that they struggled to verbalise their feelings about the gang influence in Esterhof. This was also the case during the group session where the participants could only state that gang members are rude and that they engage in crime such as killing people, stealing and doing drugs. Their fears were however, very clearly vocalised. Sam, Darren, Renaldo and Wanay all talked about how you could get shot by gangsters either when you are in close proximity to them, if they mistake you for someone else, or if a stray bullet hits you. During the group discussion, all the boys admitted to feeling afraid in their community because of the shootings.

Ethan stated that Esterhof is not a good place for boys to grow up in as they are exposed to gangsterism and that some children that he knows have already chosen to join the gangs. According to Tegan and Renaldo, children were often forced to do crime when they are threatened with being beaten or killed themselves if they decline.

The following excerpt from Ethan's interview represents the general feeling that the boys expressed about members of gangs. According to him, choosing such a life leads to destruction and death.

Ethan: I feel nothing, they can die - I don't worry

Researcher: So why is it that you feel that you don't worry?

Ethan: Because they don't want to listen. Everyone talks but they don't want to listen.

Ethan: They are going to die.

When stating that "they don't want to listen", Ethan referred to the people in gangs who refuse to listen to their parents and other community members encouraging them to leave the life of gangsterism. He continues to say that they [the gangsters] have already been in jail and they will end up dead.

During the group session the boys who grew up closest to where the gang members operated complained about how their presence influences the community members' daily movement and freedom. They spoke about the drug and alcohol use in the community and how, in the evenings, and especially over the weekends it became dangerous to be outside. Ethan explained that people get mugged in order for the attacker to obtain money for drugs or alcohol. At night they have to be off the streets by 19h00 as this is the time when the area becomes most dangerous. Wanay tells of an occasion when he had to flee into a nearby house of a friend one evening and remain there until the next morning due to a shooting in the street. The participants admitted that they felt afraid when on the streets. Furthermore, because gang activities restricted their movement, they were missing out on doing things like playing pool at a place in the community and must instead be confined to the safety of their home.

Even though community crime and unfavourable conditions were a reality for these boys, other influences shaped their views and decisions on adulthood. Darren explained that the community was not only wild and chaotic, but that it could also be beautiful when the community members stood together. Renaldo, Ethan and Sam also spoke about spending time with other family members or community members who are nice to them and who discourage them from engaging in the bad things they are exposed to. People like these inspire them to do good and will be discussed in the subsequent section.

#### 4.6. People who inspire me versus people I aspire to be like

It is not uncommon for people to be inspired by something or someone's actions and attitudes. In this section, I first list the attributes that the participants' individual interviews generated.

| <b>Table 4.3 Attributes of role models discussed in individual sessions</b> |               |              |                |              |              |                 |            |
|---|---------------|--------------|----------------|--------------|--------------|-----------------|------------|
| <b>Attributes of role models</b>  | <b>Darren</b> | <b>Tegan</b> | <b>Renaldo</b> | <b>Ethan</b> | <b>Wanay</b> | <b>Roderick</b> | <b>Sam</b> |
| <b>Skill</b>  | ✓             | ✓            | ✓              | ✓            |              |                 | ✓          |
| <b>Respect</b>  | ✓             |              | ✓              |              | ✓            |                 | ✓          |
| <b>Have lots of money</b>   |               | ✓            | ✓              |              |              |                 |            |
| <b>Care for family</b>  |               | ✓            |                |              | ✓            |                 |            |
| <b>Care for others (give money to others)</b>                               |               | ✓            |                |              |              |                 |            |
| <b>Play according to the rules</b>  |               |              |                | ✓            |              |                 |            |
| <b>Dress fashionably 'Smart / Swag'</b>                                     |               |              |                | ✓            |              |                 | ✓          |
| <b>Buys things for me</b>   |               |              |                |              | ✓            |                 |            |
| <b>Don't do bad things like crime, smoking</b>                              |               |              |                | ✓            |              |                 | ✓          |
| <b>Looks (physically built, tattoos)</b>                                    |               |              |                |              |              |                 | ✓          |
| <b>Has to dance</b>   |               |              |                |              |              | ✓               |            |

Using these attributes as background, I then asked them to name individuals that exhibit such traits. The participants in this study could quickly identify individuals in their home, community and school who possesses traits that they admired. These would include parents, grandparents or other family members as well as neighbours



and teachers. What was surprising was that few of these individuals were chosen as someone the participants aspire to be like, regardless of the influential role they played in the lives of the boys.

In the next few paragraphs, I will explain their reasoning behind their choice of role models. From the analysis, I will indicate that people that merely inspire them, by being good or having admirable traits, are still not selected as people the boys aspire to be like - in other words, their role models.

#### 4.6.1. Those who inspire me

My data analysis of the interviews indicated that the participants could easily identify someone they admired and could pinpoint the attributes that made these individuals noteworthy people in their lives. They did, however, struggle to express why they thought the attributes they chose were essential to them.

Six of the participants identified persons living with them as inspirational individuals. Tegan, Ethan, Roderick and Sam each mentioned family members who work and who provide for their family. This did not only include buying food and clothes but also helping with schoolwork and ensuring that their home environments are habitable. Both Darren and Sam stated that they are inspired by how their caregivers are willing to listen to and understand them. Tegan and Wanay concurred by stating that their caregivers are always there for them and will do anything for them. Their caregivers were grandmothers, sisters, aunts and mothers when not their biological parent.

The people that they are inspired by are also community members such as shopkeepers or neighbours. These are adults in the community who engage them in positive ways and encourage them to make the right decisions. The following conversation with Renaldo is an example of such positive reinforcement.

Researcher: Okay, so what does she say that you enjoy?

Renaldo: That we shouldn't get involved with '*skollies*' outside... That we shouldn't smoke. She says that when we grow up that we shouldn't grow up like them (*skollies*).

Researcher: So how does she want you to grow up?

Renaldo: Be good people.

Researcher: Good people? And what do good people do?

Renaldo: They give to other people and share. They have respect for each other.

Ethan's inspiration was provided by a community family's actions, not an individual's. This family in the community always gives food to those who are hungry. He has never seen them fighting or even arguing. Darren was similarly inspired and said that sharing and respecting others was part of the traits of the good people in Esterhof.

Other members of the community that served as inspiration were the teachers and principal of their school. Almost all the boys could identify a favourite teacher. For most participants, it was the teacher that made jokes in the class and who respected the learners by speaking to them rather than using another form of punishment. As with family members, teachers were seen as inspirational in the way that they cared for their students and were willing to listen when someone had a problem. Tegan stated that his teacher cared about them by letting them work hard in order to pass, get good jobs and provide for their future families. Renaldo explained that his favourite teacher does not only look at future needs but is the one that cared about them. This teacher handed out shoes to the children that had none. Ethan agreed and stated that his favourite teacher "talks nicely to you, he explains (things) to you; the right things I need to do, about school work and (my) behaviour."

Darren described his relationship with his favourite male teacher as similar to that of a father-like figure. When I explored this further, he stated that on some occasions with friends his teacher looked after their financial needs, bought things for them, and even stood up for them when other teachers yelled at them.

#### 4.6.2. Those whom I aspire to be like

My analysis of the transcriptions shows that, though the participants were inspired by the qualities and the behaviour they observed in people that they know, these were not the people that they aspire to be like. Some of the data speak specifically about individuals that these participants aspire to be like, do the things they do or own the same material possessions. As shown in the table below all the participants could identify a role model, i.e. someone they would like to emulate. The table below lists the role models the participants identified. These role models will be discussed referring back to the table, and the attributes of these role models will be presented in more depth in the next section.

**Table 4.4. Role models for the participants**

| <b>Participant</b> | <b>Rolemodel</b>   | <b>Relationship</b>                          |
|--------------------|--|--|
| <b>Wanay</b>       | Grandmother  | Primary care giver                           |
| <b>Darren</b>      | Miets Linders  | local soccer player                          |
|                    | Neymar da Silva Santos,<br>Philippe Coutinho Correia,<br>Cristiano Ronaldo | International soccer players                 |
| <b>Ethan</b>       | Stefano  | local soccer player                          |
|                    | Philippe Coutinho Correia  | International soccer players                 |
| <b>Roderick</b>    | Chris Brown<br>All dancers   | International Singer                         |
| <b>Sam</b>         | Sister's husband   | Family                                       |
|                    | Chris Brown<br>Roman Reigns  | International Singer                         |
| <b>Tegan</b>       | Mother   | Family                                       |
|                    | Cristiano Ronaldo  | International soccer player                  |
| <b>Renaldo</b>     | Muhamed Salah,<br>Lionel Messi,<br>Cristiano Ronaldo,<br>Wayde van Niekerk | International soccer players;<br>SA sprinter |

Table 4.4 shows that the boys overwhelmingly choose male, international sportspeople as their role models. The role models were both local and international individuals. They were family, sport personalities and entertainers.

The two female role models that were included were caregivers of the boys. When I investigated their choice of role models, it was clear that each had a strong reason for wanting to be like their respective chosen role model. Wanay spoke of his grandmother

as “Ma” (mother) and stated that she has always been there for him. He wanted to be like her because when his birth mother did not want him and his brother anymore, his grandmother took them in and raised them as her own children. One of Tegan’s role models was his mother. His reason for choosing her and his other role model, Cristiano Renaldo was because they provide for their families and care for poor people. Wanay and Tegan identified the same attributed for their role models.

Three other participants chose local role models. Both Darren and Ethan chose local soccer players as their role models stating that the skill these players possess on the soccer field was the primary reason for their choice. Darren referred to a cousin as his role model and said that he was about to play for the national soccer team. Unfortunately, his cousin passed away in a motor vehicle accident before he got the chance to be on the team. Ethan did, however, mention that being good at soccer was not the only thing that he liked about this role model. He chose him for his manners, for wearing cool clothes and for not engaging in gang activities.

Sam chose his sister’s husband (he referred to him as his uncle) as one of his role models. At first, he was unsure of the reason for his choice but then stated that his uncle has good dancing skills, wears nice clothes and buys a new car every year. This man represents the image that he would want for himself. Sam compared his uncle to the singer Chris Brown whom he ultimately aspires to be like. He also spoke of the wrestling champion Roman Reigns but always came back to say that he would want to be like Chris Brown. In the case of both of these role models, the primary reason for choosing them was their respective skills. Choosing Chris Brown was for his dancing skills, and Roman Reigns was chosen for his fighting skills. The only other participant that chose a figure from the media as a role model was Roderick who also chose Chris Brown and like Sam aspired to have the dance skills that Chris Brown possesses.

Four of the boys chose sports stars such as Cristiano Renaldo and Philippe Coutinho Correia as their role models. International soccer was the dominant sport from which these role models were selected. The sole exception was Wayde van Niekerk, a South African 100m, 200m and 400m athlete, who was born in a similar area to Esterhof and became a world champion. When I probed their choice of role model the leading attribute that they were chosen for, was their soccer skills. Being the best or better

concerning soccer skills was also the reason given if they should have to choose between their role models. The only other attribute that was mentioned by more than one participant was that their role model is wealthy.

When we discussed role models during the group sessions, Darren, Wanay, Ethan and Roderick mentioned that they could not identify a role model in their home or community. This was in contrast to their statements during the individual sessions where Wanay, Darren and Ethan identified a person they personally knew from Esterhof. When I asked them why they felt there is no one in the community they aspired to be like, Wanay's reference to gangsterism and violence as impacting negatively on available adults to select, became a consensus viewpoint. Darren continued by stating that there is no one that will stand up for him in the community. There seemed to be consensus during the focus group discussion that within the community, there are no good men to serve as role models. According to Darren, all his people "are numbers", referring to the number gangs. He stated that it was only his aunts who were doing good work.

Though during the discussion, good people in their neighbourhood were admired for their attributes, the overall view seemed to be that a role model is someone who has talent and uses his talents positively to inspire others. However, though talent was the most prominent trait referred to by the participants, this did not ultimately mean that whoever had talent would be a role model. An example that Wanay gave was of a rugby player who was one of his favourite people but who cannot be a role model as he often fights with opposing players during games.

#### 4.6.3. Attributes of role models

With the context of the person they aspire to be as an introduction and background, the participants were engaged in an activity where they were asked to produce a collage that represented their role model.

For the collage, the participants made use of magazines, symbols, drawings or any other methods they chose to showcase who they saw as their role model. These collages were then used to engage the participants in conversation about the people they admire. First I present the data that the collages generated, focusing mainly on

the attributes the group decided a role model must have and later look at each individual collage.

The analysis of my data from the collages as well as their explanations of what it resembles to them, indicated that the participants could describe their role model but chose to refrain from giving a specific name as was the case in the individual interviews. It was thus interesting to find that a participant will share that they like soccer or rugby players rather than naming a single or favourite player. Another example was that they would only share attributes of their role model, such as being rich or wearing nice clothes. When I enquired further the response I would get is that it can be anybody, young or old, female or male. In another instance, one of the participants answered that he is his own role model but only when he has arrived at his own perceived point of success in his life, in other words, his own house with his own sufficient income.

My impressions, based on their views and opinions were that the influence of social media is especially prominent in this age group. All of these boys grow up in a world where they are exposed to and have access to social media, international television shows and sports matches as well as the Internet where information about these personalities/role models is easily obtained.

When comparing the attributes listed in the individual interviews with the attributes mentioned during the group session, the two lists differ significantly. The discussion revealed a wider variety of traits the participants saw as necessary for a role model to have.

The attributes were varied, and as can be seen from the list below not all the participants shared the same opinions of the various attributes. I will discuss the traits in six broad themes that emerged, namely talent, material wealth, personal image, charitable, family, and values.

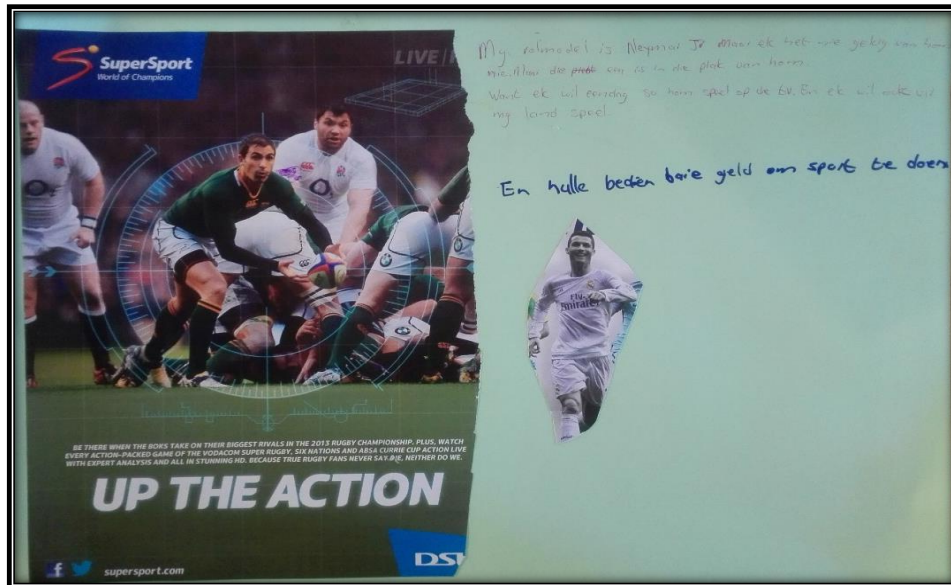
| Table 4.5. Attributes of role models |        |       |             |     |          |
|--------------------------------------|--------|-------|-------------|-----|----------|
| Attributes of role models            | Darren | Wanay | Ethan       | Sam | Roderick |
| Care for animals                     |        | ✓     | ✓           | ✓   | ✓        |
| Have a big house                     | ✓      |       | (not 'big') | ✓   |          |
| Being rich                           | ✓      |       | ✓           | ✓   |          |
| Have a car                           |        |       | ✓           | ✓   | ✓        |
| Care for people                      | ✓      | ✓     | ✓           |     | ✓        |
| Dress fashionably 'Smart / Swag'     |        |       | ✓           | ✓   |          |
| Have a beautiful wife                |        |       | ✓           |     |          |
| Own a cell phone, communicate        |        |       | ✓           |     |          |
| Make people proud, inspire people    | ✓      | ✓     | ✓           | ✓   | ✓        |
| Save people's lives                  |        | ✓     |             |     |          |
| Have skills                          | ✓      |       | ✓           |     |          |
| Show respect                         | ✓      | ✓     | ✓           |     | ✓        |
| Have manners                         | ✓      | ✓     | ✓           | ✓   | ✓        |
| Provide for their families           | ✓      | ✓     | ✓           | ✓   | ✓        |
| Physically built, tattoo's           |        |       |             | ✓   | ✓        |
| Able to protect their family         | ✓      | ✓     | ✓           | ✓   | ✓        |
| Must have kids                       | ✓      |       | ✓           | ✓   |          |

The first theme to emerge was that of *talent*. Darren and Wanay selected pictures of rugby and soccer players who were talented athletes. This mirrors the approach followed during the individual sessions when only the most skilled person was selected as a role model, and others were not chosen as role models due to their lack of skill. Darren expressed this in a conversation where he stated that even though he admired his coach for training them, his coach was not seen as a role model because he does not play soccer well enough.

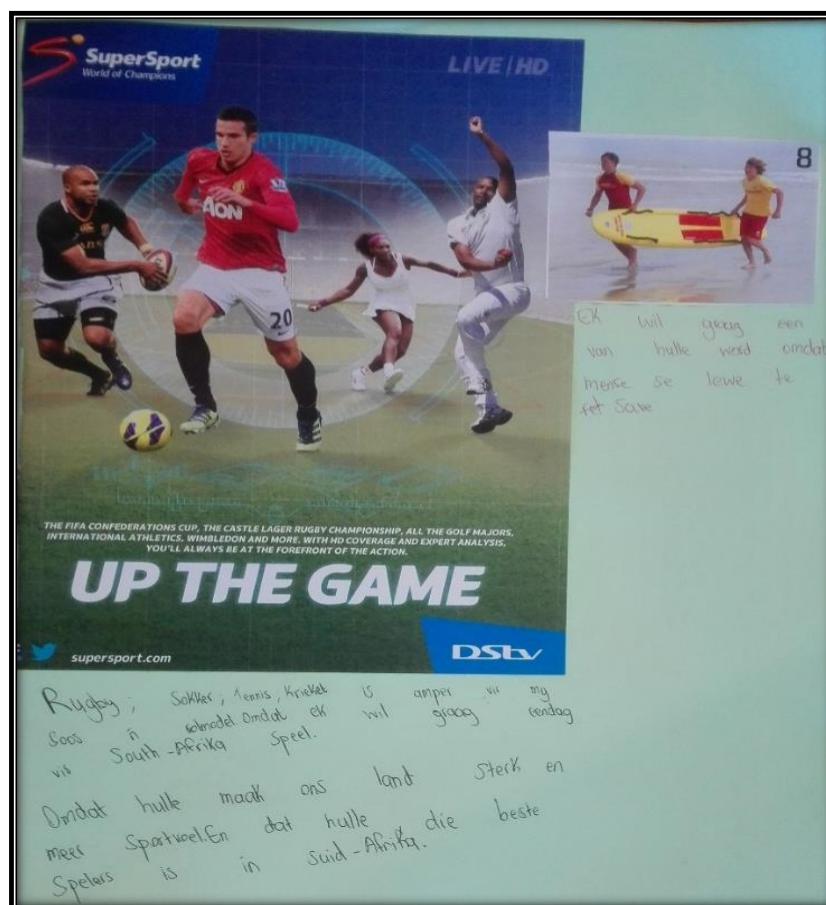
During the discussion, it became evident that the specific sport is not that important per se, but that the ability to play and play well is. In other words, what is essential to the participants is the level of sporting aptitude and perceived skill. Being skilful was also translated into being an inspirational sportsperson who can make other people



proud and inspire them to partake in sport. According to Wanay, part of making people proud is the ability to “*hou die land se naam hoog*” [hold the country’s name high]. Both of these participants also mentioned that they would one day want to represent our country in some form of sport.



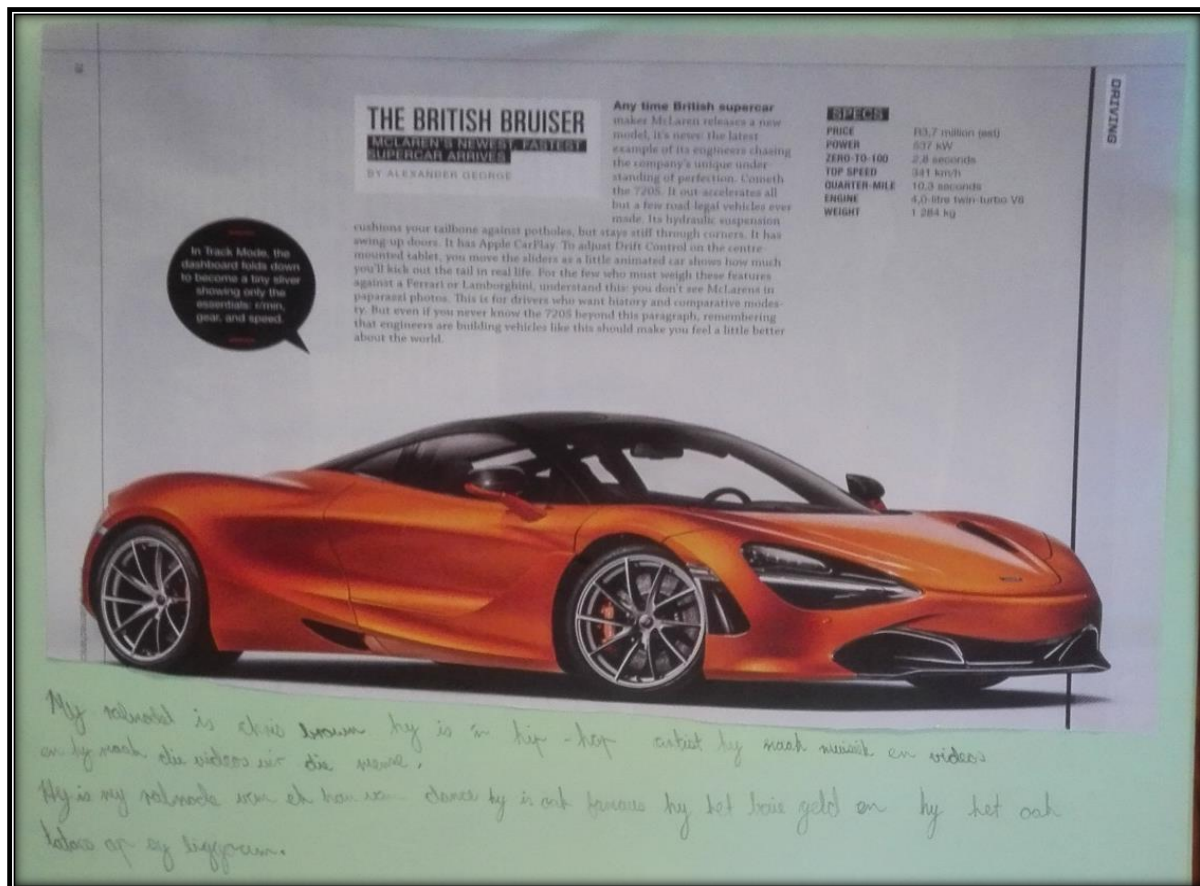
Picture 4.1: Darren's Collage



Picture 4.2: Wanay's Collage

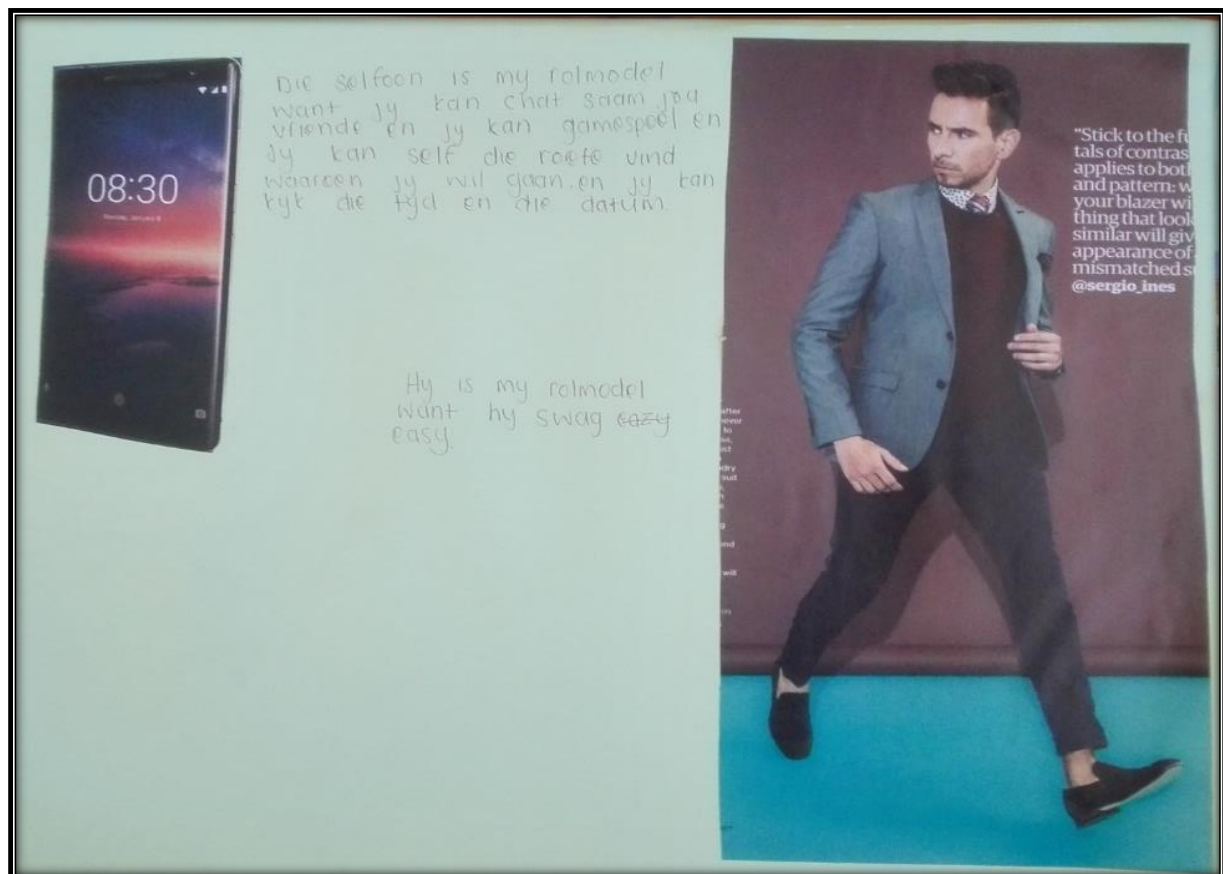


The second theme that they introduced during the discussion was that of *material wealth*. Four of the participants referred to the importance of money as an attribute of a role model. Darren and Roderick mentioned that a role model should earn and have lots of money. Sam, on the other hand, stated that a role model should have a nice car and a big house. Roderick also explained the exclusivity of owning a very expensive car. An expensive car would not only indicate that you are wealthy but also form part of your image.



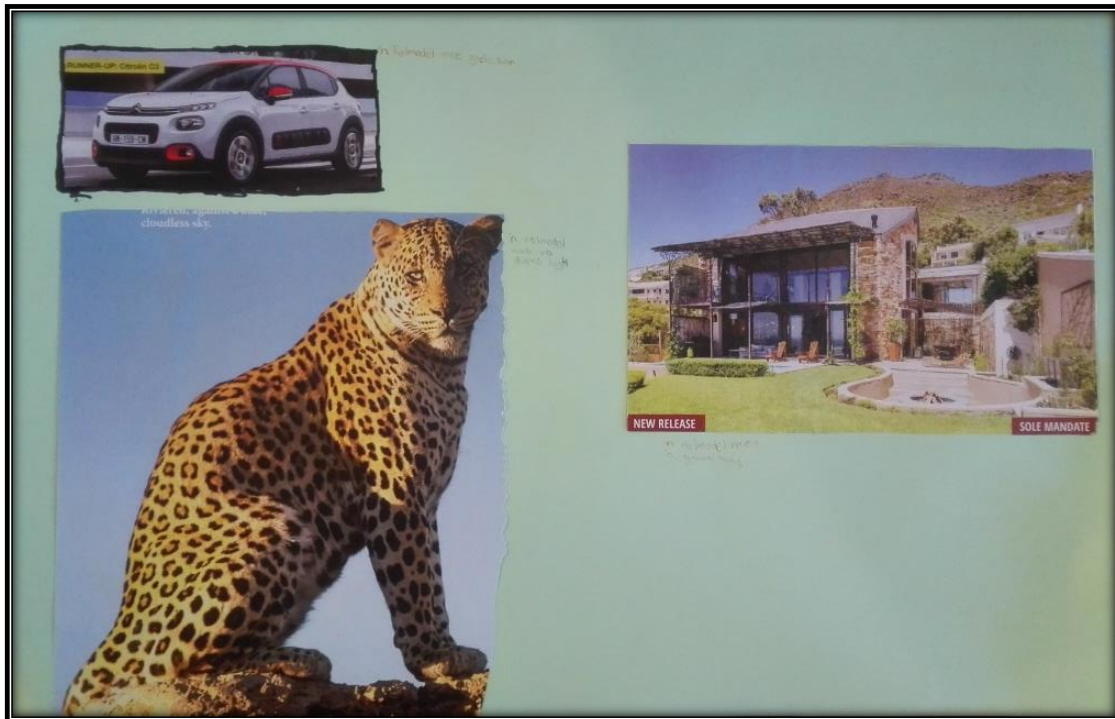
Picture 4.3: Roderick's Collage

Ethan, Roderick and Sam all considered *personal image* to be important. The importance of image was made evident by traits such as wearing fashionable, “swag” clothing, being muscular, and having tattoos. It was also noteworthy when Ethan mentioned that a role model should have a beautiful wife. When I explored this, he merely stated that having a beautiful wife would result in having beautiful children. This comment was not supported by the other participants who objected/differed in their opinions and said that a wife should be chosen for love and not looks.



Picture 4.4: Ethan's Collage

Another trait that the boys elaborated on, as supported by the visuals chosen for their collages and their discussion, was that of being *charitable and caring*. The boys referred to this trait in the beginning and linked it to significant female role-models in their lives. Caring for animals and people was an attribute that four of the five participants made reference to. This was consistent with attributes mentioned in the individual interviews where Wanay and Tegan chose their grandmother and mother as their respective role model for the caring way they were with people. Darren also expressed the importance of this attribute when he said that he did not have a role model in the community as he felt that there is no one there who could help him.



Picture 4.5: Sam's Collage

Though not reflected in their collages, the discussion that followed produced other characteristics that were deemed significant. One of these points of discussion was the importance of *family* and the attributes a role model should have in this context. Fathering children was mentioned by three of the participants as important. They explained that it is important for the family legacy to continue and that there would be someone to “take over” from the father when he retired. In turn, a role model must be able to protect his family and provide for his family. The participants explained to me that a role model must be able to protect his family from outside threats like other people and or dangers. Providing for the family entailed being able to buy food, clothes and being able to pay the rent each month.

The final theme that emerged was that of *values*. This was a broad theme but the participants gave specific examples of this. One of the first values voiced by the participants was that of having good manners. Within the context of the collage, good manners were described as playing by the rules and not fighting during a game. It included listening to adults and not being rude. It was also associated with being charitable by giving food to those that have none. Another value that was very prominent in the sessions was that of respect, though the participants struggled to verbalise what this value meant for them. Sam and Wanay said that you must respect your elders, while Darren shared his experience of being respected by a teacher who

did not hit children but would rather talk to them. For him, respect was a reciprocal value.

#### 4.7. Summary

In this chapter, I presented the data collected during the research process and aimed to show an understanding of who adolescent boys, growing up in a low socio-economic community in South Africa, identify as their role models and why they chose these individuals as role models. I started by describing the community context within which the adolescents grow up and what their family structure is. I then presented common themes found in the transcriptions and collages. These themes presented in this chapter will further be discussed in relation to existing research in Chapter 5.

## Chapter 5: Findings and Recommendations

### 5.1. Introduction

The purpose of this study was to understand the role model phenomenon from the perspective of the adolescent boy who is raised in a single parent, female-headed household. The participants of the study were seven purposefully selected adolescent boys from the same community. All seven attended the same school, fell in the 13-15 year age bracket, and came from a single parent female-headed household.

By working within a qualitative research method, a more profound insight could be gained about how these boys chose their role models, and what the reasons were for selecting such an adult. The data was collected by conducting individual semi-structured interviews, having a focus group session and allowing the participants to express their perceptions visually with a collage. Data gathered from the transcriptions of the interviews and focus group, as well as data obtained from the collages, were analysed using a thematic analysis process. The study's data, as well as the themes that emerged, were presented in Chapter 4.

The purpose of Chapter 5 is to discuss the main findings and implications of these findings, provide recommendations and conclusions, as well as address the limitations experienced in the study, and avenues for possible future research. The themes that appeared will be discussed in relation to the literature.

Three major themes or categories that respond to the research questions emerged from the data. These themes were:

- the people that influenced their lives;
- looking beyond the community, for a role model; and
- the traits that serve as an aspiration to the adolescent boys.

Within these themes were sub-themes that facilitated a more coherent discussion.

I started by first focussing on the people the participants identified as significant in their lives. Then I discussed the people they aspire to be like, their role models. Subsequently, I discussed the attributes these boys ascribed to their role models, after which I looked at the limitations of the study as well as recommendations for future

studies. Finally, I engaged with the implications for practice and gave concluding remarks.

## 5.2. Discussing the findings

### 5.2.1. The people that influence their lives

Who we are is influenced by the people we meet in our lives. These people play a vital role in how we construct our own realities. By modelling or teaching us, they guide our perceptions of daily experiences that help us make sense of our lives. As adolescent boys, the participants are confronted with a multitude of different perspectives from different people whom they interact with. Each participant had a unique idea of the world and interpreted their experiences in a way which made sense to them in their context. By working from an interpretive paradigm, I aimed to understand their unique constructions.

The boys were eager to talk extensively about people they interact with daily. Whether negative or positive, these individuals had an impact on the boys and how they perceive the world around them. Although they were not necessarily identified as role models, their impact was significant in understanding who these boys chose to be like. Each boy had a unique outlook on his world, but common themes arose and will be discussed below.

#### 5.2.1.1. My favourite person

As part of the discussion on the people that influence their lives, the participants were each asked to identify his favourite person. All the participants chose their primary female caregiver as their favourite person. This person was either the biological mother, grandmother, aunt or in a single case the elder sister.

The overarching reason for making their respective choices was that their favourite person cared for and nurtured them. When I explored this viewpoint, a multitude of different answers was given, including that the primary caregiver would always be there when the participant needed them and made sacrifices for them, such as representing them at the school when teachers requested the presence of a parent. A characteristic of being the favourite person in their lives was that the person buys



material items for the participant, such as clothes and shoes. For Ethan, Sam and Wanay, this was why these adults were their favourite person. Other reasons that qualified someone to be a favourite person included that the participants felt listened to and understood by this person especially when they shared a problem they were faced with. The favourite person would also be the one helping them with homework.

In cases where the biological mother was not chosen as the favourite person she was also not living in the same house as the participant. In such cases, the favourite person was a guardian and surrogate parent, like a sister or a grandmother.

#### 5.2.1.2. Role models in my home and community

In my study, I found that all the participants could identify a role model. Some of the participants identified more than one role model. These role models included caregivers, community members, athletes and entertainers. This result was similar to that of Yancey et al. (2011).

Though all participants identified role models, only three out of the seven participants could identify a specific role model in their immediate home environment as someone they aspire to be like. In these cases, Wanay and Tegan chose their primary caregiver, namely their grandmother and mother respectively, while Sam chose his sister's husband as his role model. In both cases where the participants chose a female role model, they chose their primary female caregiver who coincidentally is also seen as their favourite person. My findings are supported by other studies that also found that boys chose female caregivers of their families as role models. Matshabane (2016), as well as Madhavan and Crowell (2014), found in their research that more than half of their participants identified their mothers as their role models. Similarly, my study found that their reasons for choosing this person were similar to that of the participants in the study of both Matshabane, and Madhavan and Crowell. This suggests that nurturing was the central theme when choosing a female role model. The characteristics that they tied to their female role model was that she took care of them even though they were not her biological children, that she would provide for them and buy things for them. She would make sacrifices for them such as take time off work to visit their school should she be required to do so. Similarly, Matshabane indicated that their (the participants') mothers "supported them, sacrificed for them, and motivated them with

their personal and career development" (Matshabane, 2016, p.70). This was consistent with the study of Anderson and Cavallaro (2002) where the participants appreciated their parents for understanding them, providing in their material needs and being available for them.

#### 5.2.1.3. The absence of male role models in the home

Men were not absent in the homes, nor the lives of the boys that I interviewed and they all spoke of male adults in their lives other than their biological father. Even so, it was interesting that except in one case, none of these men were chosen as role models. Studies done by Clowes et al. (2013), Bryant and Zimmerman (2003), and Hurd et al. (2009) found that boys selected adult men rather than the female counterpart as models to look up to in their everyday lives. In my study, Sam was the only participant who chose a male figure, his sister's husband, who lived in his immediate environment. He stated that his sister's husband had a fancy car, cool clothes, and could dance very well. When compared to the traits that the others listed, it is clear that there are large differences in the choice of characteristics that male role players are defined by.

Research by Lamb and Snodgrass (2013), Matshabane (2016), Fabrik (2008), and Sylvester and Bojuwoye (2011), recognises the inability of the boys to identify male role models in their community as cause for concern. According to Bryant and Zimmerman (2003), one of the reasons a participant might choose a male role model outside of the nuclear family is because there is a lack of role models in their immediate environment.

This seemed to be reflected in the statements of my study's participants as well. The men that they were exposed to were not seen as suitable to be role models. When they talked about their community's men, they mentioned that the men they knew were in gangs, doing drugs or participating in other crimes. According to them, these men could not be counted on, and to quote Darren, "they will not stand up for me". These adolescent boys, for whom sport is important, felt that the men in their community were not talented enough nor willing to use their talents, for example, to play soccer.

Based on their choices and comments, I concluded that the participants did not consider the males in their community as good role model material. In their homes and



community they might not be exposed to positive role modelling by males, and the community's men did not model behaviour that the boys wanted to emulate. In a survey where data were obtained from more than 4000 teenagers, Yancey et al. (2011) found that adolescents from low-income communities were less likely to name a role model from their own community than their peers growing up in higher income households. This could be in part because choosing a role model outside of the low-income community could indicate an aspiration for a different life. Hurd et al. (2011) concur as they found that many of their poor adolescent participants chose famous people as their role models. They argued that it indicates that these youth do not have adults in their immediate surroundings who they want to be like, or that the adolescents choose role models due to the latter's higher status level.

### 5.2.2. Looking beyond the community for a role model

In an introduction to this section, I contextualise how adolescent boys from low socio-economic communities such as the participants, are influenced by contexts other than the one that they are growing up in, and how it can influence their choice of role model.

#### 5.2.2.1. The influence of television, the Internet and the media

Referring to the influences of the media, specifically social media, Payne et al. (2002) make a comparison between the type of role models chosen in 1991, and those chosen in 1956 before children were exposed to television. According to this study, there was a significant shift away from parents, family and known people as the influence of television, and in later years, social media became part of adolescents' daily lives. With the ease of access to the internet via cell phones, it is undeniable that even poor youth are more exposed to media than ever before. An earlier study by Biskup and Pfister (1999) found that boys and girls found their role models in TV-personalities, entertainers and athletes. In a recent South African study, Matshabane (2016) reported similar results when looking at how their media exposure influenced the decision on role models for youth from a low-income community.

The two primary ways in which the participants in this study were exposed to outside influences were through television and the Internet. Although few of the participants had regular access to the Internet via a computer, all of the boys had Internet access through cell phones.

#### 5.2.2.2. International athletes and entertainers as role models

Darren, Ethan, Tegan, and Renaldo identified international soccer players as their role models while Sam and Roderick chose entertainers as their role models. The fact that they chose sports or entertainment stars correlates with pre-existing studies. These studies, see Biskup and Pfister (1999), Madhavan and Crowell (2014), Yancey et al. (2011), Payne et al. (2002), and Bricheno and Thornton (2007), all confirmed that it is very likely for boys to choose athletes and entertainers as role models.

The choice of international soccer players as role models was predominantly motivated by the amount of skill the player possessed. Both Darren and Renaldo chose more than one soccer player as their role model but indicated that if they had to pick only one, it would be the one who exhibits the most skill. Similarly, Payne et al. (2002) found that when the role model was unknown to the adolescent, the skill rather than the status of the individual appeared to be more significant.

These role models would be described as heroes in other studies - see (Bricheno & Thornton, 2007; Madhavan & Crowell, 2014). Heroes are people whose lives would be difficult to replicate by the participants due to the difference in background, motivation, talent, etc. It seems as if the participants did not keep this in mind when choosing their role models, as only Sam expressed that it would not be easy to reach the same level of success as his role models. This did not, however, deter him from choosing the wrestler Roman Reigns and the singer-dancer Chris Brown as his role models. He admired both his role models for their respective skills, rather than their fame.

Though they did not explain why money was important for a role model to have, being affluent and flaunting their wealth were attractive traits and influenced the participants' choice of role model. The attributes these boys said their role models should have is consistent with other studies (Madhavan & Crowell, 2014; Bricheno & Thornton, 2007) where the boys chose skills and wealth as some of the most important attributes. A surprising attribute that three of the individuals named during the interviews was 'respectful behaviour towards others'. When asked to elaborate, the answers included talking nicely to others and playing sport by the rules. In the next section, I explore in more detail the attributes.

### 5.2.3. True traits that serve as aspiration to the adolescent boys

The data that I presented in Chapter 4 showed that when discussing their role models, there was a significant difference in the choice of traits the participants mentioned during the individual interviews compared to the traits they mentioned during the focus group session. What I found interesting is that during the group interviews, where reflection was possible, and where the views of others were shared, there was a shift away from superficial traits like money, looks and skill to a more keen focus on nurturing traits. During the group session, only Ethan and Darren mentioned that a role model must possess 'skill' and only three stated that being wealthy was an essential trait for them. When we discussed what the preferred traits of a role model are, all the participants agreed that a role model must be able to make other people proud and inspire them through what they do. This also meant that they must have good manners and respect others.

Although participants like Sam, Roderick, and Ethan mentioned that a role model must drive a showy car and have a large house, other participants quickly challenged these ideas. They rephrased these traits and instead argued that a role model must be someone who can afford to take care of his family, through buying food and paying the rent. Driving an expensive car was also not that important to them.

The last major trait that emerged from the group discussion was caring/nurturing. The consensus was that a role model should take care of his family. Within this view was the attribute that he should be able to protect his family. These responsibilities were not limited to the family, however. Four of the five participants agreed that a role model should also take care of other people as well as animals that require help.

It was interesting that the boys had different perspectives on what attributes a role model should or should not have. I agree with Madhavan and Crowell (2014) that the way young people construct role models is a dynamic process as it gets influenced by external factors as well as the ever-changing and developing person himself. However, this was not a longitudinal study, in which the development of perceptions could be captured over a longer period of time.

Even so, the focus group session provided them with the space to explore their own beliefs and even revisit their reason for having these beliefs when confronted with the

different views of the other participants. An example of this was where Ethan started off by stating that his role model should have an expensive house and after a discussion about this said that an expensive house was not that important but that he should just "have a roof over his head". Steinberg (2014) writes that the ability of the adolescent to think in abstract terms affects the way he (or she) thinks about themselves, their relationships and the world around them. Thus by being able to explore the deeper reason for choosing a particular trait the participants could better understand who they are and who they aspire to be. They could also start to understand what they value most in their community members and in their lives.

### 5.3. Reflections on doing this qualitative study

The scope of the research was determined by the fact that this was only a 50% thesis. This resulted in a considerable narrowing of focus in research. Opting to do a qualitative study also had its limitations.

In order to focus on more in-depth and rich information with regards to the phenomenon this qualitative study was delimited to only seven participants. I further delineated the study to one community and only boys. Homogenising the population was a research decision to collect rich data on this particular cohort and community. With this qualitative study, individual interviews and a focus group session were part of my data collection methods. As data was limited to the views of the seven participants, the findings cannot be interpreted as true for the whole community. However, qualitative studies do not seek to generalise; instead, it is to understand a phenomenon. Marshall and Rossman (2016) write that although the findings of qualitative studies can be transferable, the studies are not generalizable in the probabilistic sense.

During the study I also experienced the strengths and weaknesses of the different data collection methods. Yin (2011) writes that some pitfalls to be aware of when doing focus group sessions is that one or two participants may dominate the session while quiet participants will not voice their opinions. This was true in my study and effort had to be made to get the view of the least vocal boy. I also experienced that during this session many of the boys would conform to the most agreed upon ideas in the group. Liamputtong (2011) states that this is common in groups as there are varied personalities, some more dominant or aggressive than others. Though, through

carefully managing the process, I provided opportunities for all the participants to voice their opinions. The benefits were that they received validation for their views when others confirmed theirs, as well as had the opportunity to reflect and review their perspectives.

#### 5.4. Recommendations for further research

During the research process, several aspects arose that could be explored in more depth in future research. The role model phenomenon is of crucial importance as it has a direct and defining effect on how adolescents understand, and try to find their place in the world they grow up in. Especially in the South African context, there are still unanswered questions regarding the role model theme. This study focused on a single context environment limiting the data to that context. By doing similar research projects in different settings, a better understanding of the role model phenomenon as it presents in the whole of South Africa can be obtained. Furthermore, by expanding the study to a more significant sample population, a more representative perspective of South African youth can emerge. A larger sample size has the potential to get a wider variety of perspectives about the role model phenomenon. A mixed method design could facilitate a bigger sample size and could focus on the phenomenon from a completely different angle, proving to be insightful.

The study was limited to boys. A study on the perspectives of girls on the role model phenomenon would result in findings that inform us about all adolescents' understanding in this particular age category.

This study focused on female-headed households only; thus the perceptions of boys who do grow up with their fathers are missing. A study looking at the contrasts in the perceptions of boys growing up with fathers compared to those growing up without fathers could add valuable information regarding the role of the father when discussing the role model phenomenon.

#### 5.5. Implications for practice

In many schools, there are adolescents from single-parent female-headed household or are those who are growing up in communities where strong male role models are scarce. The findings of this study provide valuable information about who adolescent

boys from single-parent, female-headed households identify as their role models. The fact that there seems to be a gap between the role models chosen and the attributes assigned to role models could indicate that there is a need for guidance for this age group from their schools. In the absence of role models in their communities, adolescents widen their gaze to social media. However, there is a need to guide these adolescents in knowing the attributes that strong role models should have. Without that, adolescents could be seduced by traits, values and attributes that might not be ones that society values in adult life and which make them vulnerable to risk-taking and ultimately to a life of crime.

With the limited number of participants identifying role models in the community, it is recommended that intervention on the community level will look more intensely at how to facilitate adolescent boys' engagement with positive role models in the community and beyond.

Educational psychologists, counsellors, and other career professionals working with children or in community service all have a role to play in exposing children to positive role models in the community that they can look up to. Programmes to identify role models as well as to introduce children to these role models should be facilitated. Without guidance and help, children indiscriminately select adults who exude characteristics that could be detrimental to their life aspirations. Like Santrock (2014), I am of the viewpoint that adolescent boys should select role models that are competent and caring individuals who can serve as mentors and community leaders. Training adolescents to become role models themselves could also help break the cycle of growing up without role models in the community. A practical place for this to start is at school.

Schools can implement a system where each child is paired with an older responsible learner who helps him navigate the first months of school and then act as role model who guides, trains and supports the younger learner throughout the schooling years. They could also be paired with a responsible community male who serves as a mentor in their late adolescence.

When adolescents depend on social media to find role models, they could end up choosing role models whose achievements are perceived to be so exceptional as to be impossible to emulate. Brace Govan (2013) cites Lockwood and Kunda (1999)

who caution that it could have an adverse effect where the adolescent becomes overwhelmed by feelings of ineptitude. Though national sports heroes cannot physically meet with all adolescents, social media campaigns could be used effectively to guide and inspire impressionable adolescents. National sport 'heroes' and entertainers could inspire children to adopt a positive attitude, and their inspirational messages before a game or concert could have a more significant effect than if a teacher or parent tried to convey the same message. Short inspirational messages from popular sports people and entertainers via social media could bring balance to how impressionable adolescents view such individuals and their lives. It could showcase such South African athletes and entertainers as individuals who lead balanced lives and could challenge adolescents' unrealistic perceptions of 'famous' role models.

## 5.6. Conclusion

My research to discover who adolescent boys see as their role models and what their motivations were for choosing these role models led to interesting findings. By doing a qualitative study and focusing on a very particular sample of participants, the findings were both rich and insightful. The adolescent participants saw role models as important individuals whose example help them navigate difficulties in life and provide support in times of need. What was heartbreaking for me, was the realisation that few of these boys could identify role models in their homes. As such they had to look to social media and often select international personalities as role models to guide their aspirations. Although international athletes and entertainers were a popular choice of role model, the participants made it clear that the attributes they see as important do not necessarily come from the chosen role model. These attributes included caring for other people and animals, providing and protecting your own family as well as having good manners and having respect for other people.

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## Appendix A: Interview Guide

### Introduction

Thank them for participating in this research study. Reassure them that it is a safe space and that they do not have to answer any questions that they do not want to. Also remind the participants that they can ask questions at any time that they do not understand something or want to know something.

Start by asking about best/most interesting experience in the past week to help build rapport.

### Aspects to look out for during the interview:

- Age of the admired person
- Sex and ethnicity of the significant people
- Reason as to why they choose these role models (e.g. Their work, influence, looks, strength etc.)
- Do they choose role models similar to themselves (who they can identify with?)
- Values that they identify with
- Recurring patterns
- Contradictions
- What are their true perspectives rather than what I want to hear.
- Use “Why questions” and probing questions

The following are general questions to help guide the interview and will be used as a flexible framework, rather than an absolute.

### Themes to explore:

#### A. Background information

#### B. Role model experiences of adolescent boys

### A. BACKGROUND INFORMATION

Questions regarding his age, grade, address, siblings and parents/guardians will be asked.

### Family

Tell me a bit about your family.

- Who are all the people living with you in your house?
- How do you experience being at home?
- What roles do your family members have?
- Do you think other families have different roles?
- Is there a family member you identify with? (That you would like to be like?)
- Is there something this family member has said or done that you want to be like them?
- What is the most important thing your family member has taught you?

## **B. ROLE MODEL EXPERIENCES OF ADOLESCENT BOYS**

### **Community**

I live in a place that is very different to where you stay. It is important for me to understand where you come from/where you live. Tell me a bit about your community.

- Who do you think are the best liked people in the community?
- Do you also like them? Why do you like them?
- What do people do in your community that you think is good?
- Do you know what it means to say someone is a role model?
- Are these things that you think a role model should do?
- Is there someone specific in your community that you look up to / admire?
- What do they do? How do they act?
- What about them do you like?
- What values do they have that you like? A list of values can be given if the child is unsure.

### **School**

- Who do you think is the coolest/most popular person in the school?
- What do they do that makes them so popular?
- How would you describe your favourite teacher? Why are they your favourite teacher?

### **Fictional / Sport heroes**

- Do you play any sport or have a sporting hero? Why is he/she your sporting hero?
- What qualities does he/she have that you think is important to have?
- Are there athletes who you do not like? What is it that you don't like about them?
- Is there anybody on television that you think should be a role model?
- Why do you think that person should be a role model?
- What makes them so great?

### **Social interactions**

- Are there any other people in your life that you look up to?
- How do they have an effect on your life?
- When did you first notice them? What did they do?

### **Future self**

- What work would you like to do one day?
- Do you know of someone that does a job like that?
- Do you think it is because of them that you want to do a job like that?
- What characteristics do you see in them that you admire/look up to?
- When you are an adult who is finished with school, and boys looked up to you, what characteristics would you feel is important to show them?

- What would you like your friends to comment say about you?

## Appendix B: Permission from the Western Cape Education Department



Directorate: Research

[Audrey.wyngaard@westerncape.gov.za](mailto:Audrey.wyngaard@westerncape.gov.za)

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

[wced.wcape.gov.za](http://wced.wcape.gov.za)

**REFERENCE:** 20180403–911

**ENQUIRIES:** Dr A T Wyngaard

Mr Gideon Coetsee  
Suite 239  
Private Bag X4  
Die Boord  
7613

**Dear Mr Gideon Coetsee**

### **RESEARCH PROPOSAL: EXPLORING ROLE MODELLING FOR ADOLESCENT BOYS WITHIN THE CONTEXT OF THE SINGLE MOTHER HOUSEHOLD**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **11 April 2018 till 28 September 2018**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services  
Western Cape Education Department  
Private Bag X9114  
CAPE TOWN  
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

**Directorate: Research**

**DATE: 06 April 2018**

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Lower Parliament Street, Cape Town, 8001  
tel: +27 21 467 9272 fax: 0865902282  
Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000  
Employment and salary enquiries: 0861 92 33 22  
[www.westerncape.gov.za](http://www.westerncape.gov.za)



## Appendix C: Permission from Stellenbosch University



UNIVERSITEIT  
STELLENBOSCH  
UNIVERSITY

### NOTICE OF APPROVAL

#### REC Humanities New Application Form

22 June 2018

Project number: 7013

Project Title: Exploring role modelling for adolescent boys within the context of the single mother household

Dear Mr Gideon Coetsee

Your REC Humanities New Application Form submitted on 9 June 2018 was reviewed and approved by the REC: Humanities.

Please note the following for your approved submission:

#### Ethics approval period:

| Protocol approval date (Humanities) | Protocol expiration date (Humanities) |
|-------------------------------------|---------------------------------------|
| 22 June 2018                        | 21 June 2019                          |

#### GENERAL COMMENTS:

Please take note of the General Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

**If the researcher deviates in any way from the proposal approved by the REC: Humanities, the researcher must notify the REC of these changes.**

Please use your SU project number (7013) on any documents or correspondence with the REC concerning your project.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

#### FOR CONTINUATION OF PROJECTS AFTER REC APPROVAL PERIOD

Please note that a progress report should be submitted to the Research Ethics Committee: Humanities before the approval period has expired if a continuation of ethics approval is required. The Committee will then consider the continuation of the project for a further year (if necessary)

#### Included Documents:

| Document Type              | File Name  | Date       | Version |
|----------------------------|--|------------|---------|
| Research Protocol/Proposal | GF Coetsee - Thesis Chapter 1                      | 17/04/2018 | 1       |
| Data collection tool       | APPENDIX A Interview guide                         | 17/04/2018 | 1       |
| Proof of permission        | Laerskool rietbosch Permission                     | 17/04/2018 | 1       |
| Proof of permission        | WCED Research approval letter                      | 17/04/2018 | 1       |
| Data collection tool       | Example of a collage                               | 17/04/2018 | 1       |
| Parental consent form      | APPENDIX B Parent consent form - revised version 1 | 07/06/2018 | 2       |
| Assent form                | APPENDIX C Child assent form - revised version 1   | 07/06/2018 | 2       |
| Informed Consent Form      | APPENDIX B Parent consent form - revised version 1 | 07/06/2018 | 2       |
| Default                    | REC Humanities - Letter of Response                | 08/06/2018 | 1       |

If you have any questions or need further help, please contact the REC office at [cgraham@sun.ac.za](mailto:cgraham@sun.ac.za).

Sincerely,

## Appendix D: Parent / Legal guardian consent for child to participate in research



UNIVERSITEIT•STELLENBOSCH•UNIVERSITY  
jou kennisvennoot • your knowledge partner

Dear \_\_\_\_\_

Your son is invited to take part in a study carried out by Gideon (Geo) Coetsee from the Department of Educational Psychology at Stellenbosch University. The findings of this study will contribute to the fulfilment of a thesis that is part of the M Ed Psych degree. Please take the time to read the information presented here, which will explain the details of the research project and if you have any questions whatsoever do not hesitate to ask the researcher.

The study aims to understand who adolescent boys see as their role models and why they choose these individuals. The study has been approved by the Research Ethics Committee as well as the Western Cape Education Department.

It is very important to know that your child's participation is **entirely voluntary** and that you or he is free to decline to participate. To decline will not affect you or your child negatively in any way whatsoever.

### **Why are we doing the research?**

Children grow up by watching and learning from other people. I am interested in asking seven adolescent boys who they see as their role models. Thus who are the people who they feel are people they would want to be like. I also want to understand why these boys choose this specific person as their role model. By understanding who these boys identify with we could better understand how to effectively guide them on their way to adulthood.

### **What will happen in the study process?**

If your child agrees to participate in the study, I will have two sessions with him. First individually where I will conduct a semi-structured interview to explore the topic of role models. During this session they will get the chance to make a collage portraying their views of role models. Your child will also be seen in a group session with 5 other boys where they can discuss their collage with the other boys. Each meeting will be approximately 60 minutes and will take place at the school. Each session will be recorded electronically using the 'record' function on a mobile phone.

**Discomfort associated with the study**

There are minimal risks associated with the participation in this study. I will conduct the study in a safe space where your child can express his thoughts and ideas. If they feel uncomfortable at any time they are free to withdraw from the study. There is also psychological services at the school with whom an appointment can be made if a need for such should arise. Community Keepers can be contacted on 079 379 7998 with regard to this.

**Benefits for participating in the study**

The research activities will provide opportunities where the boys can get a better understanding of who they see as their role model. By discussing the reasons why they choose these role models they could be more critical in choosing future role models. The more we, as adults and as a community, understand how role models affect adolescent boys, the better we can support young people in their journeys to adulthood.

**Confidentiality**

The right to remain anonymous is seen as extremely important. No information will be disclosed without your written permission or as required by law. Each participant will be given a pseudonym (fake name) in order to protect his real identity. All the data will be stored electronically and only I, the researcher, as well as my supervisor at the university, will have access to the information. The findings of the research will be released as for the purpose of completing the researcher's thesis as part of the MEdPsych degree. During publication only the pseudonyms would be used.

In order for your child to participate in the study informed consent must be obtained from the parents/guardians. Should you agree to your child's participation please sign the attached consent form. Your child will also have the opportunity to decide if he wants to participate in the study or not. I have explained the study to him and informed him that he is free to choose to partake or not. I have also explained to him that he will in no way be affected negatively if he choose not to partake. The attached assent form must be signed by him.

Your son's participation will be a valuable contribution in creating a better understanding of who they see as role models. Thank you very much for your consideration and kind co-operation.

**Participation and withdrawal**

You and your child can choose whether to be part of this study or not. If you consent to your child taking part in the study, please note that your child may choose to withdraw or decline participation at any time without any consequence. Your child may also refuse to answer any questions they don't want to answer and still remain in the study.

Yours faithfully,

Gideon F. Coetsee  
(MEdPsych student, Stellenbosch University)

Email: \_\_\_\_\_  
Contact: \_\_\_\_\_

|   |
|---|
| <b>DECLARATION OF CONSENT BY THE PARENT / LEGAL GUARDIAN OF THE CHILD-PARTICIPANT</b> |
|---|

As the parent/legal guardian of the child I confirm that:

- I have read the above information and it is written in a language that I am comfortable with.
- I have had a chance to ask questions and all my questions have been answered.
- All issues related to privacy, and the confidentiality and use of the information have been explained.

By signing below, I \_\_\_\_\_ (*name of parent*) agree that the researcher may approach my child to take part in this research study, as conducted by Gideon F. Coetsee.

\_\_\_\_\_  
**Signature of Parent/Legal Guardian**

\_\_\_\_\_  
**Date**

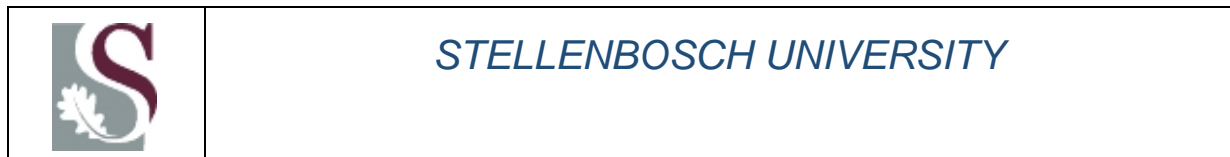
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| <b>DECLARATION BY THE PRINCIPAL INVESTIGATOR</b> |
|--|

As the **principal investigator**, I hereby declare that the information contained in this document has been thoroughly explained to the parent/legal guardian. I also declare that the parent/legal guardian was encouraged and given ample time to ask any questions.

\_\_\_\_\_  
**Signature of Principal Investigator**

\_\_\_\_\_  
**Date**

## Appendix E: Assent to participate in the research



### **TITLE OF THE RESEARCH PROJECT**

Exploring role modelling for adolescent boys within single mother households

**RESEARCHER NAME:** Gideon (Geo) Coetsee

**CONTACT NUMBER:** 0835829407

**EMAIL:** geocoetsee9@gmail.com

### **What is research?**

Research is when we work very precisely to find answers to a specific question. Research aims to find new knowledge. For example if you want to know who the tallest boy in your school is. First you must ask who is the tallest in each grade and make sure they don't have shoes or a hat on, and then measure them at the same time at the same place with the same measuring tape. We use research projects or studies to help us find out more about children and teenagers and the things that affect their lives, their schools, their families and their health. We do this to try and make the world a better place!

### **What is the research about?**

This research is about finding out who you identify with or who you see as someone with qualities that you would want to have. We would like to know who you see as a role model and why you choose them specifically.

### **Why have I been invited to partake?**

You have been invited because you are the right age, live in the right community and come from a single-parent household.

### **What will happen in this research?**

We will see each other twice. Each time would be about 60minutes. During the first session I would like to ask you a few questions individually (alone) about this topic and ask you to make a collage (picture) using words and pictures from magazines. The second time I will see you with all the other boys where each of you will get a chance to talk about your collage. Each session will be recorded electronically using the 'record' function on a mobile phone.

**Will anybody know I'm in the study?**

No. Your real name will not be used and we will use a fake name. We call this fake name a pseudonym. Only my supervisor and I will look at the original work. I will also use the fake name when I write about everything I have discovered.

**What if I don't want to do it?**

Then you can just say no. Nothing bad will happen to you if you say no and I won't be angry at you. You also have the right to withdraw at any time during the study.

**Can I ask questions?**

Yes! You can ask any question any time during the study.

If you understand everything you have read and you want to participate in the study then you can sign your name on the line and write the date.

---

Signature of child

---

Date

## Appendix F: Examples of coding (Semi-structured interviews)

Identify a role model

Identify no role model

Influential people that are not role models

Caring

Other positive traits

Violence

Reference to gangsters

| Wanay   | Renaldo   | Sam   | Darren   | Tegan  | Ethan  | Roderick   |
|---|---|---|--|--|--|--|
| <p>R: Okay wat is 'n rolmodel ?</p> <p>C: Iemand wat omgee vir jou wat daar vir jou gewees het.</p> <p>R: Isit? Wies, wie in julle huis dink jy is vir jou 'n</p> | <p>C: Dis baie wild hierso.</p> <p>R: Is dit baie wild hierso? Wat bedoel jy met wild?</p> <p>C: Skiet orals, kom in die mense se huise, maak miskien die kind se pa dood so.</p> <p>R: Jissie wag gou so jy sê</p> | <p>C: Chris Brown is my rolmodel</p> <p>R: Is Chris Brown jou rolmodel ? Okay hoekom dink jy Chris Brown?</p> <p>C: Want hy dans gevaarlik</p> <p>R: Is dit 'n goeie ding wat 'n rolmodel</p> | <p>R: Nou as jy, as iemand nou vir jou gevra het oor die veiligheid hierso wat sou jy gese het?</p> <p>C: Dis nie veilig hier nie meneer.</p> <p>R: So as jy miskien alleen loop wat</p> | <p>C: My gesin gee baie om vir my.</p> <p>R: Okay</p> <p>C: En hulle wil nie he ek moet katterkwaad doen buitekant nie.</p> <p>R: Mm</p> <p>C: Hulle gee alles vir my om [od] ek</p> | <p>R: Nou as jy iemand moet kies in jou gesin, wie sal jy kies?</p> <p>P: My ma</p> <p>R: Jou ma? Okay hoekom jou ma?</p> <p>P: Want sy doen alles vir ons.</p> <p>R: Okay soos wat?</p> | <p>R: Oraait en jou neef. Nou ja as jy een van hulle moes kies, wie dink jy sou jy kies?</p> <p>C: My ouma.</p> <p>R: Jou ouma. Okay hoekom dink jy sal jy jou</p> |

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| rolmodel ?  | hulle kom orals en skiet orals in en maak miskien, soos wie se kind se pa sal hulle miskien doodmaak ?         | moet he?  | kan dan gebeur?   | gehoorsaam gewees.                         | P: Soos sy koop vir ons goed of sy maak vir ons pap en daai   | ouma kies?  |
| C: My ma meneer?  |  | C: En as jy na as jy uh uh as hy goeie goeters doen en so.                        | C: Hulle kan jou aanrand of doodskiet. Hulle hou mekaar as jy nou se ma' saam met een praat en die een die 26 kom skiet nou dan op hom dan skiet hulle vir jou dood | C: Dis wild in die plek in                 | R: Okay nou jy ek bly mos in 'n plek wat baie anderste is as Cloetesvill e. Ek kom mos nie daarvan af nie so as jy nou vir iemand moet verduidelik soos my wat nie daai wêreld ken nie wat nog nooit daar was nie hoe sal jy se hoe is jou gemeensk ap? | C: Want sy gee baie om vir my.  |
| R: Okay. En ja wat doen sy? Wat maak dat jy soos sy wil wees?             | C: Sê nou miskien 'n merchant of iemand wat smokkel. Dan kom hulle dan vat hulle die geld.                     | R: Oraait jy...   |   | R: Is dit wild in die plek                 | R: Okay   | R: Isit gee sy baie om? Nou verduidelik vir my 'n bietjie hoe gee sy om?  |
| C: Meneer sy is altyd daar vir ons meneer.                                | R: Okay so 'n merchant, dan kom hulle dan vat hulle die geld? Nou nou wie is dit wat kom wat die geld sal vat? | C: [od] en sy style en so   |   | C: Hulle skiet gunne in die plek in.       | C: Sy help my met my werk. sy was my skoolgoed en my kleres.  |   |
| R: Is daar nog iets wat sy gedoen het? Wat jy gedink het...               | R: Okay so 'n merchant, dan kom hulle dan vat hulle die geld? Nou nou wie is dit wat kom wat die geld sal vat? | R: Okay hoe hy aantrek en sy style ook. Okay so is dit iemand wat baie style het? | R: En is daar ander goed in jou gemeensk ap want jy het nou gese dis nogal gevaarlik vir kinders is daar ander goed wat gevaarlik is vir kinders?                   | C: Ek sal dit ook nooit sien nie           | C: Want dis gevaarlik vir ons kinders.  | R: Okay so jy hou van hulle. Okay, nou as iemand vir jou moes vra Roderick vertel my bietjie van die veiligheid hier in jou gemeensk ap, wat sou jy vir hulle se? |
| C: Ja meneer my regte ma wou nie vir ons gehê het nie toe vat sy vir ons. | C: Die 27's en 28's.   | C: [knik ja]  |   | R: Isit, hoekom sal jy dit nooit sien nie? | P: Dis dis bietjie evil party dae party keer is dit bietjie evil  | C: Dis nie so heel  |



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| <p>... R: Okay so 'n rolmodel is iemand wat vir jou omgee en altyd daar is vir jou en vir jou iets koop. Is daar nog iets wat 'n rolmodel vir jou is?</p> <p>C: Hy moet altyd vir jou opstaan meneer.</p> <p>R: Uh huh. En hy staan op vir jou?</p> <p>C: [knik ja]</p> <p>R: En is daar iemand in die gemeenskap wat so is?</p> | <p>C: Skompieezous. Hulle is die sonopsies en dan is die 8 die son af.</p> <p>R: Jy jy gaan dit moet verduidelik wat is dit?</p> <p>C: Hulle is skollies en dan is party 27's en party 28's.</p> <p>... C: Ek sal gesels met my vriend se ouma.</p> <p>R: Okay jy sal gesels met jou vriend se ouma. Isit bly jou vriend by sy ouma of hoe sien julle haar.</p> <p>C: Sy ma is oorlede maar nou bly hy by sy ouma.</p> | <p>nie en wat nie in gangs is nie, wat nie besoede en daai goed nie.</p> <p>C: Maar Chris Brown rook.</p> <p>R: Maar Chris Brown rook. Okay so so as as hy is hy kan nogsteeds jou rolmodel wees</p> <p>C: [knik ja]</p> <p>R: O okay so jy het by wrestelinge ook 'n rolmodel. Okay nou wies wies by wrestelinge jou rolmodel?</p> <p>C: Roman Reigns</p> | <p>C: Drugs meneer</p> <p>... C: Ek wil wees so iemand wat respek het</p> <p>R: Isit wil jy soos iemand wees wat respek het. So jy wil bietjie wees soos soos ja soos iemand wat respek het. Is daar een van hierdies wat respek het soos wie jy wil wees?</p> <p>C: Ja meneer soos soos op die toer toe ons gery het toe koop hy vir my</p> | <p>R: En wie is dit?</p> <p>C: Meneer Latief.</p> <p>R: Meneer Latief. En hoekom is hy jou gunsteling onderwyser?</p> <p>C: Want hy maak lekker grappies met ons in die klas in.</p> <p>R: En is daar ander goed wat hy doen waarvan jy ook hou?</p> <p>C: Hy is streng want hy wil hê ons moet almal slim word</p> | <p>R: bietjie evil se jy?</p> <p>P: Party dae party keer dans dit woelig.</p> <p>R: Isit? Nou wat bedoel jy met evil en met woelig?</p> <p>P: Hulle skiet gun</p> <p>R: Isit, skiet hulle gun</p> <p>P: Ja hulle steek mense dood en gooi klippe</p> <p>P: Mnr van Kerwel</p> <p>R: Mnr van Kerwel okay so hoekom is meneer van Kerwel jou gunsteling meneer?</p> <p>P: Want hys ook</p> | <p>veiligheid nie, want hulle skiet baie.</p> <p>R: Okay is dit is dit uhm uhm is dit watse tipe mense is dit wat skiet?</p> <p>C: Hulle call vir hulself die MOB's.</p> <p>R: Die MOB's nou wat is wat is die MOB's? Wat is dit?</p> <p>C: Ek verstaan nie eintlik daai nie. Ek hoor maar net hulle is daai gang.</p> <p>R: O okay so hulle is 'n gang.</p> <p>C: [knik ja]</p> <p>R: So dis gangsters wat skiet? Okay dan skiet hulle</p> |
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| <p>Wat jy<br/>voel...</p> <p>C: Nee<br/>meneer.</p> <p>R: So is<br/>daar nie<br/>eintlik<br/>iemand<br/>in die<br/>gemeens<br/>kap wat<br/>vir jou 'n<br/>rolmodel<br/>is nie?</p> <p>C: [skud<br/>kop]</p> <p>... C:<br/>Niemand<br/>het nog<br/>opgestaa<br/>n vir my<br/>hier nie.</p> | <p>R: Okay so<br/>hy bly nou<br/>by sy<br/>ouma dan<br/>gesels julle<br/>met haar.<br/>Okay is dit<br/>lekker om<br/>met haar te<br/>gesels?</p> <p>C: [knik<br/>kop]</p> <p>R: Okay<br/>nou wat sê<br/>sy wat so<br/>lekker is?</p> <p>C: Dat ons<br/>nie<br/>betrokke<br/>moet raak<br/>met die<br/>skollies<br/>hier buite<br/>nie.</p> <p>R: Okay so<br/>sy se julle<br/>moenie<br/>moenie vir<br/>julle<br/>betrokke<br/>maak by<br/>die skollies<br/>hier buite<br/>nie.</p> <p>C: En rook.</p> <p>R: Wat wat<br/>se sy van<br/>rook?</p> | <p>R: Wat<br/>van<br/>Roman<br/>Reighns<br/>maak<br/>van hom<br/>'n<br/>rolmodel<br/>vir jou?</p> <p>C: Naai<br/>die way<br/>hoe hy<br/>fight en<br/>die way<br/>hou hy,<br/>hoe kan<br/>ek nou<br/>se. Ek<br/>hou<br/>maar net<br/>van die<br/>way hoe<br/>hy is.</p> <p>R: Okay<br/>die way<br/>hoe hy<br/>fight en<br/>die way<br/>hoe hy<br/>is. Okay<br/>so hoe<br/>fight hy?</p> <p>C: Hy<br/>fight<br/>gevaarlik</p> <p>C: Hy<br/>het dik<br/>spiere</p> <p>R: Nou<br/>dink jy<br/>daars<br/>dink jy<br/>daars<br/>iets wat<br/>wat want</p> | <p>iets, toe<br/>koop hy<br/>vir Kyle<br/>iets en<br/>vir<br/>Mekyle<br/>goete om<br/>te eet.<br/>En toe<br/>hulle vir<br/>ons<br/>uitskel<br/>toe skel<br/>hy die<br/>onderwy<br/>sers uit<br/>wat vir<br/>ons<br/>uitskel.</p> <p>...R: Nou<br/>wat doen<br/>hy?<br/>Hoekom<br/>wil jy<br/>soos hy<br/>wees?</p> <p>C: Want<br/>hy het<br/>baie<br/>goed<br/>sokker<br/>gespeel<br/>meneer</p> <p>R: Okay</p> <p>C: En hy<br/>het<br/>respek<br/>gehad.</p> <p>... R:<br/>Okay so</p> | <p>en werke<br/>doen.</p> <p>R:<br/>Hoekom<br/>dink jy<br/>wil hy hê<br/>julle<br/>moet 'n<br/>werk<br/>kry?</p> <p>C: Want<br/>ons moet<br/>eendag<br/>vir ons<br/>eie sorg,<br/>miskien<br/>'n huis<br/>koop of 'n<br/>kar koop<br/>of vir ons<br/>familie<br/>sorg.</p> <p>... R:<br/>Wat is 'n<br/>rol<br/>model?</p> <p>C: 'n<br/>Rolmodel<br/>is<br/>iemand<br/>wat teen<br/>jy na<br/>opkyk.</p> <p>R:<br/>Presies.<br/>'n<br/>Rolmodel</p> | <p>hys ook<br/>soos 'n<br/>prefek,<br/>hys sag,<br/>hy praat<br/>mooi<br/>saam met<br/>jou, hy<br/>verduidel<br/>k vir jou.</p> <p>R: Okay<br/>so hy<br/>verduideli<br/>k en hy<br/>praat sag</p> <p>P: Hy<br/>praat<br/>mooi<br/>saam met<br/>jou</p> <p>R: Ag, hy<br/>praat<br/>mooi<br/>saam met<br/>jou ja.<br/>Okay raak<br/>hy ooit, ja<br/>so as hy<br/>mooi met<br/>jou praat<br/>wat sal hy<br/>sê?</p> <p>P: Die<br/>regte<br/>goed wat<br/>ek moet<br/>doen.</p> <p>R: Okay<br/>okay jissie<br/>nou is</p> | <p>teen teen<br/>die...</p> <p>C: Teen<br/>teen die<br/>VL's wat<br/>hier by<br/>ons bly</p> <p>R: Okay<br/>so sy help<br/>jou met<br/>jou werk.<br/>Praat jy<br/>nou van<br/>jou<br/>skoolwerk<br/>?</p> <p>C: [knik ja]</p> <p>R: Nou<br/>wie dink jy<br/>wie sou jy<br/>se is 'n<br/>rolmodel<br/>vir jou?</p> <p>C: Chris<br/>Brown</p> <p>R: Chris<br/>Brown<br/>okay. Wie<br/>wie is<br/>Chris<br/>Brown?</p> <p>C: Hys 'n<br/>hiphop<br/>dingesis,<br/>danser.</p> <p>R: Okay<br/>so jy dink</p> |
|---|---|---|---|--|---|---|

|  |   |  |   |   |   |  |
|--|---|--|---|---|---|--|
|  | <p>C: Dat ons nie moet rook nie.</p> <p>R: Nou hoekom dink jy sal sy dit se?</p> <p>C: Sy se dat wanneer ons op wanneer ons opgroei dat ons nie soos hulle moet opgroei nie.</p> <p>R: Nou hoe wil sy dan hê moet julle opgroei?</p> <p>C: Goeie mense wees.</p> <p>R: Goeie mense? En wat doen goeie mense?</p> <p>C: Hulle gee uit vir ander mense en deel.</p> | <p>jy het nou gese hy is vir jou 'n rolmodel en jy het gese Chris Brown is vir jou 'n rolmodel en lil wayne en so bietjie jou suster se man. Is daar iets wat hulle almal het wat jy van hou?</p> <p>C: mmm</p> <p>R: Soos wat dink jy is daai ding wat jy van hou?</p> <p>C: Talent</p> <p>R: Oraait, dink jy dink jy Chris Brown het ook talent.</p> | <p>Mitch het baie goeie skills gehad? Sokker skills.</p> <p>C: [knik ja]</p> <p>R: Okay so dis hoekom hy vir jou 'n rolmodel is?</p> <p>C: Ja meneer</p> <p>... C: Coach Martin het vir my getrain.</p> <p>R: Coach Martin. Is coach Martin doen hy goed waarvan jy hou?</p> <p>C: Sokker wat</p> <p>R: Is dit sokker. Okay</p> | <p>is iemand na wat jy opkyk of soos wie jy wil wees. En dit kan iemand wees wat regtig is of nie regtig is nie, wat leef of nie leef nie, man of vrou uhm daar kan 'n klomp rolmodell e wees. Okay so jys reg, dis iemand na wie jy opkyk of soos wie jy wil wees. Nou van al hierdie mense wat jy nou genoem het, is daar iemand soos wat wat vir</p> | <p>daar iemand in jou gemeensk ap wat soos hy is wat jy kan sê maar dis iets waarvan ek hou of?</p> <p>P: Stefano ja.</p> <p>P: Hy speel goed sokker net soos Kortinio. Skills, sy skills is kwaai.</p> <p>R: Is daar ander goed van hom spesefiek wat jy van hou?</p> <p>P: Sy maniere</p> <p>R: Sy maniere? Wat watse maniere het hy?</p> <p>P: Hy het goeie maniere.</p> | <p>hulle is ook rolmodelle . Dink jy alle dansers is rolmodelle ?</p> <p>C: [knik ja]</p> <p>R: Okay jy dink alle dansers is rolmodelle . So dans is vir jou 'n belangrike ding wat 'n rolmodel moet doen?</p> <p>C: [knik ja]</p> <p>R: Okay nou dink jy in jou huis is daar vir jou iemand wat 'n rolmodel is?</p> <p>C: [skud kop]</p> <p>R: Nie eintlik in jou huis nie. En dink jy in</p> |
|--|---|--|---|---|---|--|

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|  | <p>R: Okay hulle gee...</p> <p>C: En het ook <b>respek vir mekaar</b>.</p> <p>... R: Wie wie is jou rolmodel?</p> <p>C: 'n <b>Sokkerspel</b> <b>er</b> <b>Muhamad Alah</b>.</p> <p>R: Hoekom sal jy soos Muhammad Salah wil wees?</p> <p>C: <b>Hy's 'n goeie sokkerspel</b> <b>er</b>.</p> <p>R: Ah okay. Nou het jy al ander rolmodelle ook op die TV gesien?</p> <p>C: <b>Christiano Ronaldo</b>, <b>Lionel Messi</b>.</p> <p>R: Nou wat maak van Christiano Renalso en</p> | <p>C: <b>Dans talent en sing</b>.</p> <p>R: Okay so hy het ander talente, hy het dans talente en sing talente. Oraait okay en as jy nou moet se wat dink jy is vir jou die belangrikste eienskap wat 'n rolmodel moet he?</p> <p>C: <b>Hulle maniere en hulle respek en hulle dissipline</b>.</p> <p>R: Okay so dis eintlik, is dit vir jou belangriker as die goed wat jy voorheen gese het soos style en die spiere</p> | <p>C: [od] skill meneer</p> <p>R: Okay so hy se vir julle hoe om te speel?</p> <p>C: Ja meneer.</p> <p>R: Nou hoe se hy dit vir julle?</p> <p>C: Se nou maar hy staan agter die lyn waar ons speel dan se hy ons moet so pass en so</p> <p>R: <b>Okay so hy wys vir julle hoe julle moet pass en so en so okay. En sou jy se is coach Martin is hy iemand</b></p> | <p>jou 'n rolmodel is soos wie jy wil wees?</p> <p>C: <b>Soos Renaldo</b></p> <p>R: Isit soos Renaldo ? Okay jy wil en hoekom wil jy soos Renaldo wees?</p> <p>C: Want hy <b>verdien klomp geld</b> op die sokker.</p> | <p>R: So soos wat doen hy wat goeie maniere is?</p> <p>P: <b>Se nou maar jy is honger dan sal hy vir jou vra, dan sal hy vir jou iets gee</b>.</p> | <p>die <b>gemeenskap</b>?</p> <p>C: <b>[skud kop]</b></p> <p>R: Ook nie in die gemeenskap nie. Dink jy daar is iemand in die <b>skool</b> wat 'n rolmodel is?</p> <p>C: <b>ha ah</b></p> |
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|  | <p>Lionel Messi rolmodelle?</p> <p>C: Hulle is goed, hulle is goeie hulle is ook goeie sokkerspelers. Hulle verdien meer geld.</p> | <p>en tattoos?</p> <p>C: Nie eintlik nie maar ek het nie disciplin e en daai nie.</p> | <p>soos wie jy wil wees eendag.</p> <p>C: Nie eintlik nie</p> <p>R: Nie eintlik nie. Hoekom nie?</p> <p>C: Want hy speel nie goed so goed sokker nie.</p> |  |  |  |
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